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**ACTIVITY BOOK
FOR SCHOOL LIBRARIES**

ACTIVITY BOOK FOR SCHOOL LIBRARIES

LUCILE F. FARGO

Drawings by
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AMERICAN LIBRARY ASSOCIATION
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FOREWORD

THIS IS A BOOK OF UNDERTAKINGS. NOT THE UNDERTAKINGS of teachers or of librarians, although teachers and librarians are sure to have a finger in most of them; but of such purposeful undertakings of boys and girls as center in the school library.

Educators have a special name for such undertakings in the school. They call them Activities—often spelled with a capital. When a planned series of activities is cooperated in by many departments and is carried out as an intergral part of the school curriculum, the whole makes up an Activity program.

So brief a definition can perhaps best be clarified for the novice by mentioning types of activities which are more or less self-explanatory because they are adaptations of enterprises or programs familiar to everyone who has ever gone to school. The school assembly is a good example. What formerly happened under the name of “morning exercises” or the Friday afternoon “literary program” is now known simply as “Auditorium” or “Assembly”—with, however, a significant change in objectives and a much closer relationship to the entire program of education as carried on in the school. The “club” is another activity with a familiar background. But whereas the earlier club was frankly extracurricular, being regarded as a sort of useful addendum to the scheme of education, the up-to-date club is a school activity, part and parcel of a planned activity program.

Not infrequently, the library is also defined as an activity; that is, as an organization devised to further school enterprises of all sorts, including its own special enterprises designed to stimulate pupil research, reading and literary appreciation.

It is the aim of the present book to contribute ideas of practical value in the carrying out of those phases of the school activity program in which the library plays a part. Since the undertakings to be described are pupil enterprises rather than librarian enterprises, the reader will not expect the volume to be concerned with professional library techniques except insofar as pupils may engage in simple library processes as part of a well-conceived plan having definite social or educational aims. Nor will the reader find here any very extended consideration of the general functions of the library, its organization, support and administration. Such matters are covered in *The library in the school*,¹ and in texts and manuals designed for the professional education of the librarian. The present book is a supplement to those others. It is a true activity book, setting forth actual projects, enterprises and undertakings.

The content and method of the book may be briefly outlined as follows:

An introductory chapter carries the matter of definition somewhat further than in the present Foreword. Following that is a summary of educational theory relating to the school activity, and a selected bibliography. In view of the brevity of the discussion, it is more than likely that for the librarian with a modicum of school experience the suggestions for further reading will be the most valuable part of this introduction. Educational literature teems with treatises which not only discuss the theoretical aspects of the activity program but are replete with practical suggestions and devices of infinite use to the librarian. She should know them.

Definition and educational orientation having been seen to, the book becomes a volume of prescriptions or recipes telling in the fewest possible words how to initiate, carry on and complete specific activities which center in or hinge upon the library. It has no more claim to originality than a cookbook. Once in a while, to be sure, a cook invents a completely new

¹ Fargo, L. F. *The library in the school*. 2d ed. A.L.A., 1933.

formula. But recipe books for the most part result from the industrious collection of the ideas of other cooks. The present volume is that sort of a book. The author, or more exactly, the compiler, has gone through dozens of books and piles of periodicals, pamphlets, reports, and clippings, and culled whatever seemed usable. Sometimes it has been a game adapted by a bright librarian from an old familiar game and tricked out in unexpected bookish or bibliographic dress. Sometimes it has been a play or a bit of dialog—suggested only, or outlined for filling out and actual writing by interested boys and girls. Or the recipe may be of the sort favored by our grandmothers: for bulletin board publicity try a pinch of enthusiasm; add to that a pupil committee; stir in some faculty cooperation; cook over a hot fire of pupil ingenuity.

Wherever a device or a recipe reported in this book has the earmarks of genuine originality, or wherever details not likely to be thought of are brought out in an extended article appearing elsewhere, definite reference is made to the originator or to the source. In most cases, however, it has not been easy to decide just where the idea originally came from. More than that, the plan may have been repeated hither and yon, gathering new trimmings as it went. Take the library circus. Who invented it? And in how many forms has it been put before the school public? There is no telling. Children's Book Week annually brings about new ventures in circus making, each with its own special sideshows, tents and performers. The task of the author-compiler has therefore been to sketch the idea of a library circus, to explain the "how" of a reasonably large group of details gathered from various sources, and to leave it to the pupils and the librarian working together to invent new and compelling attractions.

Not every library activity has the ramifications of a circus. Some are extremely simple—a girl using library aids to compile a list of books suitable for pleasure reading by a younger sister; a committee pantomiming on the auditorium stage the right and the wrong way to open a book. But wherever the author

has come upon an idea which seemed to have possibilities little or big, it has been included, either as an independent item or as part of a larger project. By means of catchword headings and an analytical index, these smaller items are made available when wanted, which should save hours of search for items read somewhere and some time and now lost to memory.

No attempt has been made to segregate activities according to the ages or school levels for which they are suited. This is partly because the descriptions of many of the activities, as well as directions for carrying them out, place them rather obviously. No librarian would make the mistake of suggesting to high school seniors the construction of a library built of blocks! But lack of age segregation is also due to the fact that, like many enterprises in everyday life, the activities proposed are suited to a great variety of age levels, provided minor adjustments are made. The good sense of the librarian and the reactions of the pupils will be sufficient to indicate where a pageant or a proposed exhibit offends the dignity of a high school group by being too juvenile, and where, on the other hand, captions for posters, titles of stories, or names of authors must be changed in some particular enterprise in order to capture the interest of younger participants.

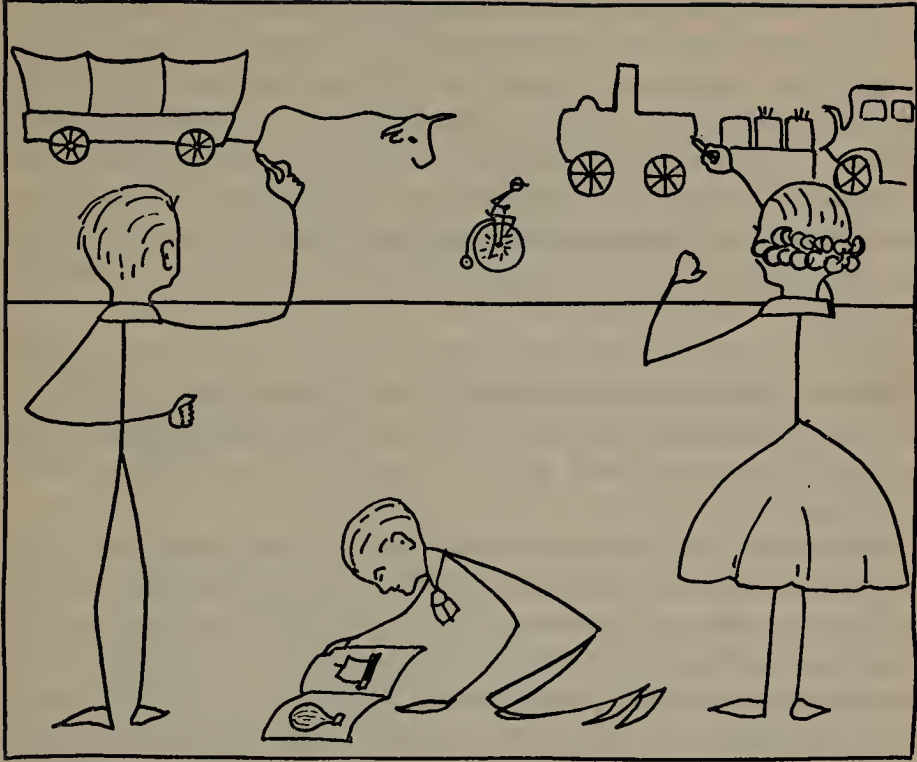
A compiler of ideas, rather more than a compiler of excerpts, piles up a mound of unpaid and unpayable debts. Such is the case here. To all librarians and educational groups who have put on paper or exhibited to the author plans, gadgets, devices, games, she owes a debt of thanks. Certain publications can of course be mentioned specifically. Among these the *Wilson Bulletin* easily stands first; then the *Library Journal* and books on general school activities, like those of H. C. McKown, listed elsewhere. Manuals of instruction in the use of books and libraries yielded their quota, though the author tried in the main to keep away from undertakings that bore too close a relationship to the problems and drill ordinarily associated with formal classroom procedures. Public library handbooks depicting work with boys and girls were drawn upon; stray issues

of educational periodicals, or entire volumes; short-lived publications like *Reading and the School Library*. To all these, the author renders thankful acknowledgment—not primarily for articles or paragraphs quoted, but for ideas filched.

To the school librarian of experience who has for years been reading publications like those listed above, and tucking away usable activities in memory or in ever-ready files, the present book can scarcely be more than a convenient volume for added reference. To the less experienced may it be—well, perhaps not a gold mine, but a lifesaver—a cookbook for the new and possibly hesitant school library hostess and her enthusiastic co-workers, the boys and girls who belong to the school, the library club, committee or squad.

LUCILE F. FARGO

CHAPTER ONE



THE ACTIVITY—EDUCATIONALLY SPEAKING

What is an Activity?

Search through educational literature reveals no one definition on which those carrying on what purport to be activity programs are willing to agree.

Is an activity a project, a problem, or a unit of work? Yes, comes the reply from certain educators; it may be any or all of these. No, say a larger group whose objections are primarily based upon what appears to them to be a set of concepts envisioning teacher-propelled rather than pupil-propelled enterprises. As between an activity and a unit of work, it is sometimes explained that the former denotes the standpoint of the pupil; the latter, that of the teacher. While a pupil undertakes an activity for the fun of it or because it presents an intriguing problem, rather than from any conscious knowledge

that it is educational, the teacher propounds a problem or undertakes a project or a unit of work with a set of definite aims to be arrived at through a planned program of mental, physical and social enterprises, and expects it to end in well-defined, worthwhile outcomes. As regards the project, it is objected that instead of being a true activity it is too often thought of as a proceeding based upon manual activity, being set up primarily as a temporary relief from formal academic teaching.

Such statements as to what an activity is not, give valuable clues to what it is. They suggest that although clear definition is seldom forthcoming, there is considerable agreement upon essential characteristics, whether negatively or affirmatively expressed.

Examining the affirmative side, we get something like this:

The outstanding characteristic of an activity program is *self-activity on the part of the pupils*. "Creative self-direction," "learning responsible choice," "opportunity for intelligent and responsible effort" are phrases that go along with this conception. Pupils "secure their own materials and carry on the work they have selected, and rely upon the teacher not so much for initial direction as for helpful advice."

This points to another characteristic: *enlightened guidance* as opposed to "teaching." Pupils go about their affairs, discover and solve problems and do real things. They create and evaluate "systematically and understandingly, *with the co-operation, participation and inspiration of the teacher* and their fellows."¹

The last phrase again leads on. An activity emphasizes *group or social effort*. It is like life, and characteristic of the newer, freer school which emphasizes real living at the moment rather than preparation for a problematic future. The pupil has experiences in which assuming responsibility, making decisions, directing his own work and that of others secure pleasure for the group as well as for himself.

¹ Italics have been used in quoted material, as elsewhere, to bring out the point of emphasis. They do not appear in the original text.

"As to how to determine *the content and succession of the activities*, a difference of opinion appears. Some would have the teacher and authorities plan these in general outline in advance, though all would have pupils exercise considerable responsibility in planning them in detail."²

All this assumes a *large degree of freedom* which, however, is not to be confused with license. It is freedom to move about, to consult with one's companions, to think independently, to create, and, under guidance, to pursue worthwhile individual ends so long as they do not conflict with social ends.

Certain other concepts and outcomes advanced for the activity deserve attention. It is, say the schoolmen, essentially *experiential learning*—learning by doing. And it ties in with the ever-present cry for *integration*. The school curriculum should not be a set of highly differentiated and well defined areas—mathematics, geography, literature *et al.*—but a coordinated whole. In an activity, dividing lines tend to disappear. The pupil secures and organizes information from whatever field he needs it in order to solve a problem or to carry on an educational undertaking which has captured his imagination or interest.

The pupil works creatively. He must, for the undertaking is of his own choosing and the challenge it offers is the opportunity to investigate, weigh, evaluate, arrive at conclusions, and put all into effect.

Research is demanded. The job is not done for the pupil by the teacher or the text. He is his own instructor, and writes his own text—the latter sometimes literally, as when an individual or a group prepares a book on local industries by writing up visits and clipping pictures and news items.

Ideally, say the majority of educators, *an activity is not evolved to enforce subject-matter*, nor is it subsidiary to and the servant of subject matter. The pupil is pursuing an end and he takes the essential subject matter in his stride. If this

² National Society for the Study of Education. Thirty-third yearbook: part II, The activity movement. Public School Publishing Company, 1934, p.63. Quoted by permission of the Society.

statement appears to the novice in school library work to be somewhat abstruse, it may be illustrated by saying that an activity would not be set up by a teacher or a librarian to teach the Decimal classification, but that the pupil would discover he had to know something about the Decimal classification in order to carry on an enterprise in which he was engaged.

An activity does not aim at drill; at least not unless the drill is self-imposed. Illustrating again from the field of library instruction, an assignment requiring the memorization of the main divisions of the Dewey classification, and subsequent drill on the assignment, would not be a true activity. It would be a class exercise. On the other hand, a library squad or committee discovering that memorization of classification numbers will be an advantage in the carrying out of a program of helpfulness may decree such memorization and drill as a legitimate part of their activity. All of which suggests a pitfall to be avoided; namely, the pushing of activities which satisfy teacher or librarian interests rather than pupil interests. If someone objects that pupils are not always self-starters, and that taken by and large the teacher or the librarian must set the machinery in motion and keep it going, the answer is that too much pushing is not desirable. It is better to drop the hint, or to set the stage—and then to wait—watchfully, of course, in order not to miss small sparks of interest when they appear, and to do judicious fanning. If, unhappily, the suggestion doesn't take and the flame doesn't burn—well, the idea may be an excellent one to develop in some other way; but it has not the earmarks of a real activity because it lacks that urge to pupil effort which is the very first essential.

The time limit for an activity is a point worth considering; and it also furnishes an appropriate ending for this very brief excursion into educational theory. How long should an activity last? Just as long as interest lasts, say the educators, and in this they are in agreement. Nor should the librarian by now have any doubt about the matter. For if it be granted that the activity is a something pupil-propelled, it must obviously die when the pupils cease to care whether it goes or not.

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In this summary of educational theory the author has drawn heavily upon the following:

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirty-third year-book: part II, The activity movement. Public School Publishing Co., 1934.

Other titles recommended for the librarian who wishes to go more extensively into the nature and theory of school activities are: LINCOLN SCHOOL STAFF. Curriculum making in an elementary school. Ginn, 1927.

MELVIN, A. G. The activity program. Reynal, 1937.

——— The technique of progressive teaching. John Day, 1932.

ROEMER, JOSEPH, ALLEN, C. F., and YARNELL, D. A. Basic student activities. Silver, 1935.

RUGG, H. O. and SHUMAKER, ANN. The child-centered school. World Book Co., 1928.

CHAPTER TWO



THE LIBRARY ACTIVITY

For the purposes of the librarian, and consequently for those of the present book, the preceding excursion into the field of educational theory sets the stage. If we substitute the word "librarian" for the word "teacher" wherever in the foregoing the latter word appears, we arrive at a fairly accurate concept of what may be undertaken under the head of school library activities. Which is to say, of course, that a library activity is a school activity, and as such follows the aims enunciated for the latter.

In actual practice, libraries carry on in two principal ways: (a) by participating in activities initiated elsewhere in the school; and (b) by initiating special activities which the library itself is particularly well fitted to sponsor. Although this chapter deals particularly with the latter field, it can do no

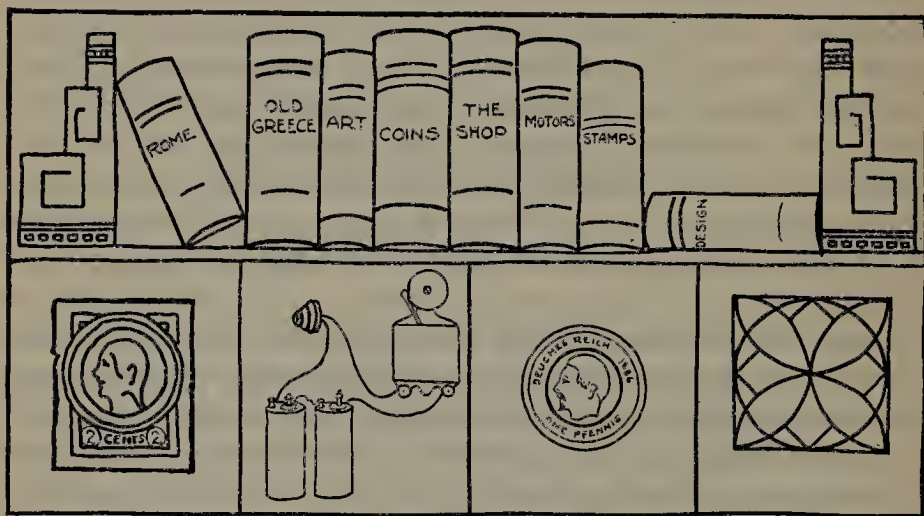
harm to record in passing a few points relating to library participation in school activities in general.

(a) If the school has an "activity program," announced or unannounced, the library shares in it by entering into any and all enterprises at whatever points it can be of service. Some of these enterprises will undoubtedly have a direct relation to curriculum subjects; and because this field is so important for the library it is treated in a separate chapter (Chapter IV). Another fertile field for general school activity is the auditorium or assembly. This too is treated at length further on (Chapter III). Again, among the commonest of "all-school" activities are those connected with holidays and special weeks or campaigns. Here too, the library has a very definite part. A "Safety First" campaign can, for example, be made the occasion for exhibits and lists and the digging out of reading materials buried in files and bound magazines, as well as the display of the more obvious books. This matter of "special occasions" in the school library is more adequately touched upon elsewhere. (See p.181-84.) But it may be noted at once that the literature of education, with which the school librarian should be familiar, is replete with suggestions for the observance of holidays, special weeks and their ilk, nearly all of which suggestions imply, if they do not demand, the presence of adequate library facilities and their utilization by boys and girls.

Given the necessary books and magazines and the indexes thereto, plus bulletin boards, exhibit cases and special display shelves, a willing group of pupil helpers and a cooperative faculty, the techniques of celebration in the library vary only in so far as they are adjusted to suit the particular occasion. Identification contests feature college seals or college songs if the occasion happens to be "Choose a College" week, and the authors of famous patriotic quotations if "Constitution Week" is holding the boards. In the same way, the bulletin board may blossom with first-aid book jackets if a Red Cross membership campaign is in the offing, or with Nature publicity if "The Preservation of Wild Life" is the central theme. Refer-

ence to the index under headings such as Publicity, Games, Exhibits, Contests and the like should help the librarian to frame activities meeting the immediate situation. Books on school clubs, especially if they contain extensive lists of suggested activities, are also recommended. (See, for example, McKown, H. C. *School clubs*. Macmillan, 1929.)

In all this it should be obvious that the services of an alert and expert librarian are required. This person must know not only boys and girls and their interests, but must have an exceedingly broad knowledge of reading materials in and out of books. Obviously, too, the librarian must be imbued with a spirit of helpfulness and must be possessed of an adequate understanding of what the faculty and the school are about. In distinction from the library-initiated activity (see "b" on page 9), the function of the library and of the librarian in this instance is one of participation and helpfulness.



In fact, it is this participating function of the library which substantiates its claim to being a center of integration. In parallel columns, Hannah Logasa indicates¹ graphically how integration comes about. Latin, on the one side, suggests as a related interest on the other side a stamp and coin club—and

¹ Logasa, Hannah. *The school library*. Appleton, 1928, p.232-33.

the club demands the presence in the library of collector's manuals. Also, the club motivates the search for information in books on Greek and Roman antiquities and other sources. Similarly, Roman design ties up with geometry, and treatises on decorative art come into the picture. Or an initial interest in shopwork leads the pupil through the study of physics to an undertaking involving problems of horsepower and motor efficiency—and a consequent demand for books in the latter fields. One of the most significant aspects of library work is this functioning in connection with transferred or related interests which result in undertakings on the part of pupils.

(b) But the library itself assumes responsibility for certain activities such as reading clubs, service squads, the inculcation of the library habit, the practice of pupil research. The primary objectives here are neither the vocational training of future librarians nor the enrichment of specific subject matter, although both may to some degree result. The aims are rather to capture and hold the interest of pupils in reading and things bookish, to make them active and intelligent users of all sorts of libraries, both for pleasure reading and for research, and to cultivate in them an appreciation of libraries as social institutions.

It is in this latter field that our *Activity book* fully comes into its own. And it is here also that the librarian steps into the shoes of the teacher. Hers now is the responsibility for making sure that undertakings are in line with educational aims, and that the things pupils plan and do are not mere busywork or enterprises useful to her or to the taxpayers because, for example, they provide a certain amount of unpaid labor in the library. With this in mind it is appropriate to glance at the educational criteria by which activities sponsored by the library may be judged and evaluated. Summarized from Roemer, Allen, and Yarnell² they are something like this:

A. Is pupil initiative being developed through:

Presiding as an officer, working on committees, caring for

² Roemer, Joseph, Allen, C. F., and Yarnell, D. A. Basic student activities. Silver, 1935.

- routines, assisting the teacher [or librarian], helping to arrange programs, helping to plan a semester work program, acting as Big Brother or Big Sister, rendering other services as members of a community with recognized social obligations?
- B. Are right habits, attitudes and ideals developed by:
Participating in citizenship activities, promoting proper relations with one another, cooperating with teachers [and librarians], participating in solving disciplinary problems, promoting proper respect for constituted authority, practicing right habits?
- C. Does each activity contribute to a worthy purpose such as:
The stimulation of loyalty, the placing of nonathletic undertakings on a par with athletics, the provision of a way for the merited recognition of outstanding work, the assistance of the pupil in achieving a speedy orientation [in the library] and in making adjustments to situations new to his experience, provision of opportunity for vocational guidance and a chance to develop pupil personality, the fostering of creative effort, the development of fruitful contacts between the home and the school?

In the pages of activities that follow in the present book, a definite attempt has been made to keep these criteria in mind. Without in the smallest degree minimizing the constant necessity for the services of a well-prepared librarian who knows how to plan, propose and, above all, guide, the suggestion is everywhere to the effect that the pupil or pupil group is to be the doer. Is the activity a dramatic performance? It will help if the pupils themselves write the lines as well as act them. Is it a question of library etiquette? The library committee discusses the problems involved, formulates the rules, and enforces them; committee members do not merely carry out the opinions of the librarian as set forth in her library rules. If, unfortunately, the text dealing with these enterprises at times runs to imperatives—"make a scrapbook," "organize a library club," "start a publicity campaign"—it is because such is the briefest and simplest way to state the undertaking. Reverting once more to the idea of the cookbook, it is a routine method of setting forth the recipe. But the better part is still left to the cooks; theirs it is to select the ingredients, to assemble them, to add the flavor, to do the baking.

And now, a few precautionary words:

Be practical. Use common sense. Before an activity gets under way, study its implications as to time, space, materials and tools.

As to time, remember that your own may be limited and that you should not allow yourself to be drawn into a situation where an undue amount of time and effort goes to a single group or to the furtherance of a single project at the expense of the rest of the library community and its essential work. Keep in mind also that school periods are short and that, unless a number of them can be used consecutively or pupils are willing to give free time outside of school, many of the activities described in this book should not be attempted.

Be realistic concerning space, materials and tools. If the library is small and crowded and there is neither a workroom nor an adjoining class or conference room, the activity of a small group may easily become disturbing to the rest of those in attendance. You will therefore need to select activities in which the entire group in the library can participate, or such as can be carried on unobtrusively by the smaller group.

As to materials, there is always the practical problem of expense. Every experienced cook knows that water may occasionally be substituted for milk, and one whole egg for the yolks of two. In the same way, items available as school supplies (red ink, thumb tacks) or obtainable gratis (wrapping paper, packing boxes) may be substituted for the precise materials of the activity as described.

Do not make the mistake of thinking that every library activity must necessarily be worked out within the four walls of the library. For one thing, the place where pupils come to read needs to be shipshape. This does not signify a "don't touch" atmosphere. But the presumably well-finished tables of the library are not to be smeared with paste or scratched with shears and other cutting tools; its walls and woodwork are not to be stuck full of nails and tacks; its floor is not to be littered with small bits of paper hard to remove even when not stuck fast with spilled paste. Let the librarian encourage

activities which do *not* do damage to library equipment; let her remove "messy" work to the workroom table or else secure permission for pupil groups to paste, cut or paint in rooms equipped for such purposes. The last plan is frequently the better anyhow, for it relieves the library of the expense and trouble of duplicating equipment such as scissors, brushes, paints, et cetera, available in other departments. What is more, it not infrequently results in valuable guidance on the part of the teacher in charge of the special room—which is all to the good since it helps to knit the library more firmly into the educational fabric of the school.

Finally, remember that the library ordinarily provides single copies of many books rather than duplicates of a few. In consequence, any activity which concentrates attention upon a single volume runs into difficulties. As a matter of practical procedure, therefore, an effort is made to scatter and diversify the demand for reading materials. This is not merely good sense; it is also good educational practice, for it encourages individual work and allows adjustments according to individual preferences, aptitudes, and interests.

CHAPTER THREE



AUDITORIUM AND ASSEMBLY

As previously noted, what used to be known as "morning exercises" or "chapel" is now pretty generally spoken of as "auditorium" or "assembly." Along with this change in nomenclature has gone a revolution in the programs offered. Whereas the old type of auditorium exercise was formal and religious with the principal in command, the new type is characterized by audience participation and is heavily weighted on the side of pupil activity. McKown summarizes this phase in the following manner:

The audience is asked to indicate by its applause which of two costumes or examples of interior decoration it likes better, or which of one or two procedures in courtesy is proper; to identify the various characters, settings, or scenes portrayed in an historical or literary review; to make use of a self analysis blank in a program

on guidance. . . . In short, the watchwords of this new period are 'Do!', 'Judge,' 'React,' 'Choose,' and 'Apply.'¹

The stage is further set for the inquiring librarian by two other writers on the subject:

Today . . . the aims are at least six in number: (1) To coordinate and unify the life of the school, (2) To develop and direct school spirit, (3) To instruct along lines not suited for classroom instruction, (4) To provide constructive entertainment, (5) To provide a larger audience for pupil performances, and (6) To disseminate school news.²

The auditorium . . . should be a sort of clearing house for all the other branches of the school world, a focus of knowledge and activity, and a source from which should come the desire for further knowledge and ability to use well in life the knowledge already acquired.³

To the librarian, reading an account of the aims of the auditorium program as expressed by these and other educators is much like going over the general objectives commonly set up for the school library: to integrate school life and curriculum subject matter, to stimulate appreciations, to develop a sense of values in leisure time occupations, to widen and deepen interests, to motivate and supplement classroom work. All have a familiar sound. As a matter of fact, the study of auditorium methods is extremely helpful to the librarian, for from the point of view of aims, the auditorium and the school library are closely allied. Obviously, they should be equally well allied from the point of view of program building. However, it is beyond the province of the present book to describe all the auditorium activities in which the school library can and does participate. What is set down is, rather, a series of program suggestions limited to those in which books, reading and library enterprises provide the main theme.

Whether definitely so suggested in the text or not, the librarian should consistently act on Dr. McKown's advice when

¹ McKown, H. C. Assembly and auditorium activities. Macmillan, 1931, p.5.

² Foster, H. H. High school administration. Century, 1928, p.376.

³ Davis, C. O. Junior high school education. World Book Co., 1926, p.354.

helping pupils to work up their dramatizations, tableaux, and other auditorium projects; that is, the pupils on the stage are to do something and the audience is to participate wherever possible by judging, guessing, choosing, or applying.

We begin with some of the *ways* in which the library is featured in auditorium programs. Following these are directions for carrying out specific activities.

The interview is worth experimenting with. Its technique is suggested by the method used in radio programs. The librarian, the library squad, members of various classes can be "interviewed" on the stage. So too can famous authors (impersonated) or characters from books. In the last case, the aim is to leave the character in an exciting spot, at the same time announcing what book completes the story.

Stage conversations—programs in which several pupils engage in informal conversation for the benefit of the audience—may be planned to lead into library topics or events of literary interest:

"Hello, John! Goin' to a movie this week?"

"Sure, if I can find a keen one."

"Better try 'The Life of Louis Pasteur' then. I saw it last night. And say, believe it or not, I beat it to the library this morning to get a book about that man. Miss White has got a lot of them out where they're handy."

Other possibilities in stage conversations are: **Movie flashes.** Scenes or dialogs made up by pupils after the fashion of screen flashes or previews of coming plays such as they see at the movies. The object is to arouse interest in new or overlooked books. **Literary lamentations** in which two authors or characters engage in a dialog bewailing the fact they are no longer known. Or, instead of lamenting, these literary personages engage in conversations witty or serious appropriate to their personalities or backgrounds. One thinks here of *Alice in Wonderland* and *Caddie Woodlawn* at the Mad Hatter's tea party, a dialog after the manner of *The houseboat on the Styx*.

The text of these conversations may well be written by pupils. A similar idea is carried out in nondramatic form when pupils write letters from one book character to another.

Plays, one act or longer, are more than acceptable to auditorium audiences. When such plays are written around library themes by the pupils themselves or by their librarian, interest grows apace. However, there is not always time to create an original play. In such cases, recourse may be had to back numbers of the *Library Journal* and the *Wilson Bulletin* and to a compilation of library plays recently published.⁴ As a further aid, reference may be made to the bibliography of Plays for Book Week at the end of this chapter.

Puppets are old friends of the librarian, and not infrequently of her pupil patrons, who frequently assist in the production of, or produce wholly by themselves, scenes from books, literary episodes, or entire stories. The fun and value in such productions comes largely from the originality of script and puppet figures, so no attempt is made here to provide either scripts or illustrations of the puppets. However, books on *how* to make puppets and produce puppet plays will be demanded. Consult *The standard catalog for high school libraries* for useful titles and also Burke, I. M., "Puppets and puppetry," in the *Wilson Bulletin* 10:639-40, June, 1936.

The library and its services may easily become the subject of a puppet show. In one production the librarian is represented as taking Alice through a new Wonderland, the library.

Storytelling is not only a valuable method for making literature live; it provides motivation for follow-up reading, either because the storyteller mentions the source of the story, or the author, or in some other way gives the cue for further activity. The story may be told either by the librarian or by a pupil. Under the direction of a skillful librarian, story-

⁴ Phelps, E. M., ed. *Book and library plays; for elementary and high school use*. Wilson, 1938.

telling on the part of pupils sometimes develops into an engrossing and highly effective activity. If older pupils in the high school object to storytelling on the plea that it is too juvenile, a more appealing name for a group of such storytellers may be found. Why not a "Pre-Dramatics" club?

The pantomime is used effectively as a means for dramatizing a story which is read or spoken, or which is easily recognizable because the characters are well known. Or it may become the basis for a literary guessing contest, which is especially good because it stimulates audience participation.

Demonstration and explanation of library usage by pupils on the auditorium stage is often a better way of inculcating library courtesy and smoothing the way for timid pupils than posted rules and long-drawn-out announcements. "How to charge a book," "How to treat a book," "How to open a book" are possible demonstrations.

The library club, committee or squad *will naturally feature many of its activities* through the auditorium. Besides speeches on library citizenship, library resources and the like, members may dramatize library work as carried on by the club, or report on visits made to local libraries outside the school. (For these and other activities suited to the auditorium stage see under Clubs and Committees.)

The shadowgraph is useful for demonstrating the right and the wrong way in library usage. This is a variation of the pantomime in which, by manipulating the light forward and backward or sending it at a different angle, ordinarily normal actions become grotesque. For example, grabbing a returned book before the circulation assistant has a chance to discharge it may be made ridiculous by exaggerating the "reach" required to get the book. Incidentally, it should never be forgotten that to make an action ridiculous is a far better preventive in school circles than dwelling upon the fact that it breaks a rule. It is

good pedagogy to present the right way as well as the wrong way in any demonstration, and the right way should come last.

Now for some actual programs:

Time Savers is a program in which the use of bibliographical tools is demonstrated through pantomime, dialog, or drama. The stage is set to represent the school library. Two pupils arrive to begin work on a class assignment. One does everything wrongly. He has copied the assignment incorrectly, and fails to find a book in the catalog because of a misspelled surname; he consults the table of contents when he should use the index; he forgets about the *Readers' Guide* and thumbs through piles of magazines instead. The other pupil makes good use of his knowledge of library tools and, working quickly and effectively, demonstrates how much time can thus be saved.

Book and character parades. These are many and varied. One simple plan is to show a boy or a girl asleep under a tree or in front of a fireplace while a procession of book characters (pupils in costume) passes. An announcer may give titles of books and characters; but a better plan, probably, will be to offer no clues save the characters themselves and a possible quotation, leaving the audience to guess the rest. Judges may decide upon especially good characterizations for honorable mention. Sections of the parade may be sponsored by classrooms. Costumes and characterization should be left as far as possible to the pupils themselves. Among the types of parades frequently mentioned are: "Book Fairies," "Storybook Boys and Girls" (or "Heroes and Heroines"), "Characters in American (or English) Fiction," and an "International Parade" (featuring characters from foreign or travel books).

Giant books may be used in a variety of ways. In reality, each book is only a framework of light wood or wallboard, sufficiently large to allow a child to stand within. This framework opens like the front cover of a book to let the character step

out, or be displayed inside. The character may be posed, may do a little skit, or may recite lines taken from the book itself. In many cases it will be well if the audience is given an opportunity to do some guessing, perhaps registering their guesses on paper slips provided for the purpose and headed "What is the book?" or "Who is the character?"

Manual training and art classes will undoubtedly be called upon to construct the framework for the giant book. A variation from the book which is stationary is the one built smaller, and open at both ends. Such a framework may be slipped over a child's head, creating a *living book* capable of talking, dancing or taking part in a play.⁵ Or, these living books may demonstrate library practice such as shelf arrangement. In this case they bear Dewey decimal numbers and proceed to arrange themselves in consecutive order.

There are plenty of acceptable methods for introducing to the audience the characters concealed in giant books. As an example, the skit in which the books figure is announced as "The Genii of the Book." A pupil taps on the books to call forth the characters concealed inside and tell them what to do. Thus, "Come, Undine, and dance for me," or "Peter Pan, Peter Pan, pipe me a tune." For older pupils, books of more mature interest should of course be selected—biographies, traveler's tales (some of the Halliburton incidents offer good material), literary heroes and heroines, heroes of science and discovery. Nor should the chance for popularizing worthwhile humor be neglected. All the way from *Mary Poppins* to *Seventeen* there are opportunities.

Crystal gazing, television, living pictures, family albums, and other forms of entertainment based on popular pastimes may be adapted to the presentation upon the stage of literary figures, scenes from famous books, guessing contests in which the audience guesses the name of the character or of the author impersonated. In **crystal gazing**, a necromancer seated at one

⁵ See Hornaday, Florence. "Dance of the books." *Wilson Bulletin* 5:382, February, 1931. (A song and drill on the care of books.)

side of the stage shows the audience what he sees in his crystal by repeating a magic formula or making mysterious passes at which the curtain rises and the scene is enacted. (The evolution of the book as pictured in the Alexander murals in the Library of Congress may be shown in this way.) The **living picture** requires a stout frame, some five by seven feet, and cambric covered. It is in the form of a tall box open towards the audience. At its back is a curtain through which the character may pass to assume his pose. Electric lights are placed inside the front of the frame where they will give the best illumination and be invisible to the audience; or flood lights or spot lights may be used. Arrangements may be made for a nameplate—or once again the audience may guess. The **family album** employs the framework of the living picture plus a hinged front cover which swings open like a door—or better, like the cover of a book, which it simulates. “Grandma” or “Uncle John” may turn the pages, reminiscing about the authors or characters disclosed. In **television** the library must be drawn upon for diagrams of the instruments to be simulated as well as for the subject matter of the sketch. The scenes shown may be pantomimes.

Contests have been suggested in connection with many of the activities just described. They may take the form of “Ask me another” activities, or true-false tests in which the questions concern the library or literary personages. (See Index under Contests.)

The March of Time as presented to radio audiences offers a suggestion for endless auditorium programs which feature literary biography, epoch-making books (*Uncle Tom’s cabin*), historical novels (*Tale of two cities*), or historical scenes drawn from great works of literature. A variation is achieved by omitting radio accessories and merely having Father Time call to the stage wanted personages.

A banquet scene in which famous authors or literary char-

acters are impersonated and entertained (on the stage) and respond to toasts provides a useful project leading to wider literary acquaintanceship. A "*Newbery banquet*" introduces all the Newbery prize winners. When the scene opens these personages are discovered seated about the banquet table. The toastmaster introduces one after another. Each author responds, telling something of himself and of the book that took the medal. Afterwards, there may be a reception, the authors standing in line to "receive" their schoolmates.

A Scott program is typical of how an author may be introduced to an auditorium audience.⁶ An announcer in Scotch plaids, another pupil in costume reading her own paper on Scott's boyhood; a scene from *Ivanhoe* or *The Lady of the Lake* dramatized; Scotch airs played by the orchestra—these are representative activities which may be varied in a thousand ways to suit the occasion, the book or author, and the resources of the school. The important thing is to let pupils plan their own programs as far as possible; search the library for essential materials such as books, plays, pictures and songs; design costumes and create scenery with the aid of library resources.

A Lincoln dramatization emphasizes the idea that young Abe walked twenty miles to borrow a book. For details, consult a biography of Lincoln.

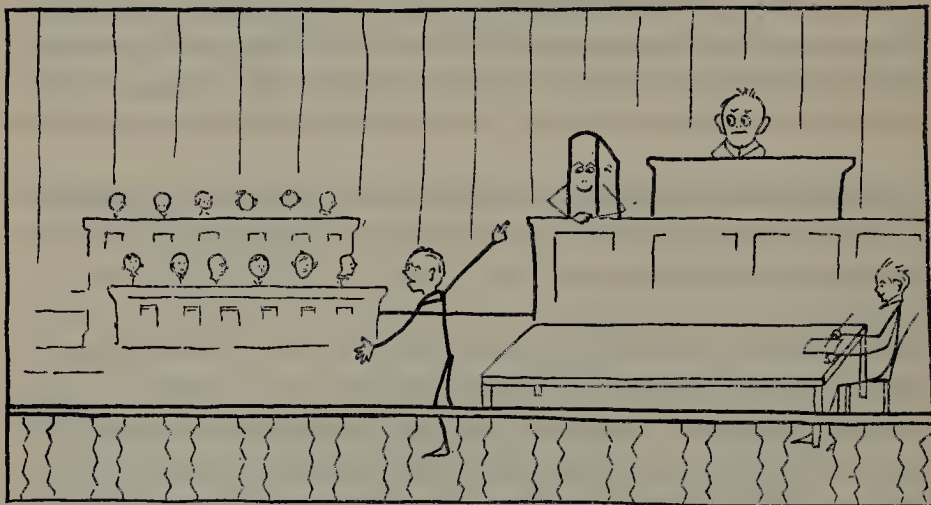
Books Before the Bar is a courtroom scene in which the witnesses present book reviews to refute the accusation, "You are charged with reading an uninteresting (or worthless) book." The boy chosen as judge appears with gown and gavel, and lawyers assist their clients by cross-questioning them on the books reviewed. A jury listens attentively and renders a

⁶In view of the great number of literary plays, skits and programs available through educational books on the activity program in general, and the literature program in particular, no attempt is made in this book to cover the field. The librarian is referred to activity books such as those listed in the bibliography on p.26; to collections of plays from literature; and to volumes like Woodring, M. N., and others, *The enriched teaching of English in the junior and senior high school*.

decision on each case; or the auditorium audience may act as jury, rendering its decisions by vote.

The following are illustrative of activities centering in library citizenship and library history:

A new book program is suggested by McKown. In this the books themselves are exhibited and commented upon by a pupil, after which leading characters appear and portray, in appropriate ways, characteristics brought out by the commentator. The difficulty which may ensue in the library if a run develops on the particular book featured can perhaps be met by having on display those "other books much like the one you are asking for" which librarians know how to find. In fact, there is good reason always to tie up publicity for the new book with publicity for the older one which may be as good or better, but which is quite likely overlooked.



The mock trial may bring before the bar such personages as Mr. Careless, who straps a library book to his bicycle without necessary protection; Miss Waggle-Tongue, who just has to whisper continuously in the library; Henry Stick-in-the-Mud, who never reads anything outside of his experience. Judge, prosecutor, and witnesses should also bear appropriate names.

A Then and Now program may be arranged to show the historical development of library work—especially library work with boys and girls. The Old-Time Librarian, whose chief job it was to act as custodian and prevent books from getting out of the library, may be personified in contrast to Mr. Modern Librarian who tries to “sell” his books to everybody. In the same way, the idea that up to very recent times children were to be seen and not heard in the library may be placed in contrast with a scene in an up-to-date children’s room or school library. Tableaux, pantomime, or dialog may be used to carry out this program which may well be sponsored by a social science group. Here are suggestions for scenes based upon historic incidents:

Benjamin Franklin advocating academy libraries; the founding of the first children’s library a hundred years ago in West Cambridge, Massachusetts (write to the American Library Association for leaflet giving this story); Caroline M. Hewins and her library reading club for boys and girls; or scenes from her *A mid-century child and her books*; Melvil Dewey planning the organization of a school library department in the National Education Association.

The Goops are useful library clowns. Besides drawing them on posters, or looking at them on posters already made (“The Goops they wet their fingers to turn the leaves of books,” etc., may be had in poster form from Demco Library Supplies, Madison, Wisconsin), younger pupils dressed as Goops may dramatize library manners—or the lack of them. (See Burgess, Gellett, *Goops and how to be them*, and other Goop books published by Stokes.)

The presentation of books or other gifts to the library should not be lost sight of as a means of publicizing the library and encouraging such gifts. The presentation should be made an auditorium ceremony with appropriate speeches or perhaps a dramatization from the book presented. As in other affairs, pupils may well figure in the ceremony.

A mock business meeting of the library committee or squad will provide both amusement and instruction. The subjects discussed include library behavior, problems having to do with lost and missing books, new plans for cooperation with librarian and teachers. (See also *BEHIND THE SCENES*, p.106.)

International friendship through reading is a theme possible of development in various ways. Older pupils may speak on that topic or may review books that lead to better understanding; younger pupils may reproduce scenes from books. It is not necessary to run through all the methods that are open—they are described in connection with other auditorium programs. The only difference is in the theme.

Are Old Books Best? This may be the theme for a discussion, a debate, a dialog, or a series of speeches. Pupils should be coached not to be too theoretical, but to illustrate out of their own reading experience. One aspect would be the discussion of books re-read.

A radio audition or Major Bowes hour is a good idea for a program in which books, or the authors of books, contest for a permanent place on the reading shelves. The audition can be developed in a variety of ways, but each "number" will undoubtedly include the rendition of exciting scenes or suggestive paragraphs from the book or about the author. It will add to the interest if certain trashy books are included, the "Major" ringing the gong on them. Magazines may of course be used instead of books. Audience participation includes voting on the numbers best liked, or writing fan letters.

A Trial in the Court of Laughter offers an opportunity to feature humorous literature. Gloria Giggles is charged with disturbing the peace by laughing out loud while reading *Life with Father* but is discharged after reading a selection to the judge who violates court etiquette by himself laughing aloud. The scene is elaborated by introducing other characters and other books.

Olympic Book Council. In this program the gods are discovered on Mount Olympus with Jupiter acting as chairman. After Athene, Mars, Neptune and others have told something about themselves they engage in a discussion concerning how they have been put upon by authors in all times who have insisted on introducing them into their stories, plays and other writings. This discussion should bring in well known modern literature in which the gods figure. It can also introduce the titles of authentic books of mythology which, the gods agree, tell the truth about them.

The Most Exciting Moment is a program in which various pupils give the gist of a story or biography or book of adventure up to the most thrilling moment—and then drop it. Thus Mrs. Lindbergh's *North to the Orient* might be carried to "When does it get dark at Nome?" and left there, the answer to be discovered by reading the book.

Madam Reader's wax works is described in *Reading and the School Library* 2:212-15, September-October, 1936. It was put on by third and fourth grades. In preparation, each pupil read a book from a recommended list and then wrote his own part. He also thought out his own costume. When the time for the exhibition came, Madam Reader was discovered on the stage ready to introduce her wax figures (the pupils impersonating book characters), each of whom made a little speech about himself. The onlookers at times tried guessing the characters before the speeches were made.

Mary Buys a Book. A dramatization indicating the right way and the wrong way to buy a book. The scene is laid in a book store and the skit shows, with many humorous touches, how the unsuspecting or unintelligent purchaser makes a poor choice or fails to get his money's worth.

How I Earned a Book. A program characterized by oral or written reports on the subject. A considerable number of

other activities having to do with the encouragement of book buying and the building up of personal libraries will be found under appropriate headings. (See Personal Libraries.)

BIBLIOGRAPHY

Auditorium and Assembly

FRETWELL, E. K. Extra-curricular activities in secondary schools. Houghton, 1931, p.208-52.

McKOWN, H. C. Assembly and auditorium activities. Macmillan, 1931.

WAGNER, M. C. Assembly programs. Barnes, 1931. (Extracurricular library.)

Note: Most of the titles on school activities listed on p.5 also contain extensive sections on auditorium and assembly programs.

Amateur Dramatics, Pantomimes, etc.

A few useful and not too expensive titles are here listed. They include information about costuming, lighting, stage scenery, and producing. (Prices are given for pamphlets only.) (See also under Puppets, p.16.) For a more extensive list, see the *Standard catalog for high school libraries* under 792—Theatre. Play Production.

BOY SCOUTS OF AMERICA. Dramatics. Au., 1936. (Merit Badge Series.) 20c.

DENNISON MANUFACTURING Co. How to make gay, colorful costumes of crepe paper. The Company, Framingham, Mass., 1935. 10c.

FERRIS, H. J. Producing amateur entertainments. Dutton, 1921.

GRIMBALL, E. B., and WELLS, RHEA. Costuming a play. Appleton, 1925.

MILLS, MRS. W. H., and DUNN, MRS. L. M. Marionettes, masks and shadows. Doubleday, 1927.

PEABODY, E. L. Producing your play. W. H. Baker, 1935. 35c.

SELDEN, SAMUEL. Scenery and lighting for school and little theatre stages. University of North Carolina, 1928. (Extension Bulletin v.8, No.7.) 50c.

Plays for Book Week

This is a selected list compiled by the Office of the Superintendent of School Work, New York Public Library, and reprinted through the courtesy of the Office. The list is also issued by the National Association of Book Publishers.

The plays listed here will be found in most school and public libraries, and in bookstores. Permission to reproduce copyrighted plays or books must be obtained from the publisher or author who owns the copyright. See copyright line in each book.

PLAYS ABOUT BOOKS

- ATCHINSON, FRANCES E. Story terrace. Wilson. 50c.
- BAKER, CLARA M. The library and the Joneses. Wilson. 50c.
- BARBEE, LINDSEY. Ever ever land. (In Let's pretend. Denison. \$1.75.)
- BARROWS, MARJORIE. Magic windows. (In Sanford and Schaufler: Little plays for little people. Dodd. \$2.50.)
- The pirate of Pooh and other plays. (Contains three plays for Book Week. Rand. \$1.50.)
- BEAGLE, MAUDE S. Alice in Bookland. (In Sanford: Little plays for everybody. Dodd. \$2.)
- The book revue. Wilson. 50c. (Also in Sanford and Schaufler: The magic of books—an anthology for Book Week. Dodd. \$2.)
- BEARD, PATTEN. The children's bookshelf. (In her Acting plays for boys and girls. Beckley-Cardy. \$1.25.)
- BISSELL, WALTER L. The kingdom of books. Au., 3397 Bradford Rd., Cleveland, Ohio. 60c.
- BOYD, ANNE M. Exit Miss Lizzie Cox. Wilson. 50c.
- CAVANAH, FRANCES. King of the bookcase. (In Johnson: The gingerbread house and eight other plays for children. Baker. 60c.)
- GUPTILL, ELIZABETH F. A trip to storyland. Denison. 30c.
- HARRIS, A. E. A schoolboy's dream. French. 30c.
- HOPE, WINIFRED A. Friends in bookland. Macmillan. 60c.
- JOHNSON, MARY T. Fighting windmills. (In her Popular plays for junior high schools. Northwestern Pr. \$1.)
- KENNEDY and BEMIS. Two pageants for Book Week. (In their Programs for special occasions for primary grades. Barnes. \$1.50.)
- KLEIN, YETTA. The land of books and a teaparty in Bookland. (In her Plays for school and children. Baker. 50c.)
- MCLEAN, ARTHUR. A knight of the Piney Woods. Appleton. 50c.
- MORLEY, CHRISTOPHER. On the shelf. (In his One act plays. Doubleday. \$1.75. Also in Schaufler and Sanford: Plays for special celebrations. Dodd. \$2.50.)
- OLCOTT, VIRGINIA. The alphabet tree. (In her Industrial plays. Dodd. \$2.)
- PARSONS, MARGARET. Elsie in Bookland. (In Sanford and Schaufler: Little plays for little people. Dodd. \$2.50.)

- REELY, MARY K. Bringing up nine. American Library Association.
(Also in Sanford and Schauffler: The magic of books. Dodd. \$2.)
- SANFORD, A. P. The birthday party. (In Schauffler and Sanford: Plays for special celebrations. Dodd. \$2.50.)
- MACDONALD, DORA M. The novel bookshop. (In her Purpose plays for high school assemblies; v.5. Northwestern Pr. \$1.)
- In the library; and The book house. (In her Purpose plays for high school assemblies; v.2. Northwestern Pr. \$1.)
- SASLOE, ROSA L. The book shop. Wilson. 50c.
- THORP, JOSEPHINE. The enchanted book shelf. (In Schauffler and Sanford: The magic of books. Dodd. \$2.)
- WHITE, KATE A. Through the open door. (In her Tested project plays. Baker. 50c.)
- WICKSER, JOSEPHINE W. A pageant of the library. (In her Three pageants. Wilson. 50c.)

PLAYS FROM BOOKS

- BARKER, FRED G. Forty minute plays from Shakespeare. Macmillan. 80c.
- BARNES, EMILY ANN, and YOUNG, BESS M. Plays; dramatizations by sixth grade children. Teachers College. \$2.25.
- BELL, LADY. Fairy tale plays and how to act them. Longmans. \$2.
- BENTON, RITA. Bible plays. Abingdon. \$1.50.
- BROWN, H. B. Short plays from Dickens. Chapman and Hall.
- BUTLER, MILDRED A. Literature dramatized for classroom use. Harcourt. \$1.
- CORNELIUS, LILIAN. Plays for girls and boys. Greenberg. \$1.25.
- DALKEITH, LENA. Little plays. Dutton. \$1.
- FETTE, W. ELIOT. Comic dialogues from Dickens. Baker. 35c.
- Holiday dialogues from Dickens. Baker. 40c.
- FOGERTY, ELSIE. Scenes from the great novelists. Baker. 35c.
- GRAY, ISABEL M. Short scenes from Shakespeare. Macmillan. \$1.60.
- HAGGARD, AUDREY. Little plays from the Greek myths. Dutton. 50c.
- HARTLEY and POWER. Short plays from great stories. Macmillan. \$1.20.
- JAGENDORF, M. A. Plays for club, school and camp. French. \$1.50.
- KNIGHT, MARIETTA. Dramatic reader for grammar grades. American Bk. 68c.
- LA SALLE, MARY A. Dramatization of school classics. Educational Pub. Co. 60c.
- LAWTON, V. B. Ballads for acting. Sheldon Pr. \$1.
- LINSKY, FANNIE B. Old gems in new settings. Baker. 60c.
- LUTKENHAUS and KNOW. Story and play readers. 3v. Century. 85c ea.

- MCCARTHY, GRACE D. Plays from the Wonder book and Tanglewood tales. Educational Pub. Co. 60c.
- MARSH, FLORENCE A. Plays for young people. Allyn & Bacon. 80c.
- MOSES, MONTROSE J. Another treasury of plays for children. Little Brown. \$3.
- OAKDEN and STUART. Pattern plays. Nelson. 68c.
- OLLER and DAWLEY. Little plays from Greek myths. Century. 84c.
- SIMONS and ORR. Dramatization. Selections from English classics adapted in dramatic form. Scott. \$2.
- SKINNER, ELEANOR L. Tales and plays of Robin Hood. American Bk. 56c.
- and SKINNER, A. M. Children's plays. Appleton, \$1.
- SMITH, ADDISON G. Ten plays from O. Henry. French. \$1.50.
- SMITH, EVELYN. Form room plays, Junior book. Dutton. 45c.
- Form room plays, Senior book. Dutton. 45c.
- Little plays from Shakespeare—First series. Nelson. 75c.
- Little plays from Shakespeare—Second series. Nelson. 75c.
- Plays from literature—Junior book. Nelson. 75c.
- Plays from literature—Senior book. Nelson. 75c.
- STEVENSON, AUGUSTA. Children's classics in dramatic form. 5 books. Houghton. 60c ea.
- VANCE, DAISY M. Short plays from Dickens. French. \$1.
- WRIGHT, HARRIET S. New plays from old tales. Macmillan. \$1.75.

Certain magazines such as *The Elementary English Review*, *The English Journal*, *The Grade Teacher*, *The Instructor*, and the *Wilson Bulletin* have for the past few years printed plays for Book Week in their October or November issues.

CHAPTER FOUR



CURRICULUM SUBJECT ACTIVITIES

One of the principal claims made for the activity program is its tendency to disregard subject matter boundaries. This should be particularly true in the library, where, to quote from educational authorities, integration is the key word.

Nevertheless, most books dealing with the activity program give considerable attention to enterprises pertaining specifically to particular subject fields. Thus the reader comes upon a chapter devoted to foreign language activities, finds another descriptive of activities tied in with the science curriculum, and so on.

No doubt, this is because, in the set-up of the more or less traditional curriculum, departmental boundary lines cannot be wholly ignored. At any rate, it provides excellent grounds for a like procedure in this section of our *Activity book*. While

the librarian may prefer to sponsor undertakings that cut across or completely disregard subject matter boundary lines, she is frequently confronted with a situation in which a teacher asks for help in some such way as this: "Can you think of any new library activities for my class in office practice?" Or, on the other hand, the librarian has her eye upon a department which makes small use of the library and whose head obviously has little or no idea of activities which might be undertaken. In this case it will be advantageous if the librarian can run her finger down a page or two of suggestions, commenting the while to the instructor, "Here, and here, and here are some of the things we might be doing."

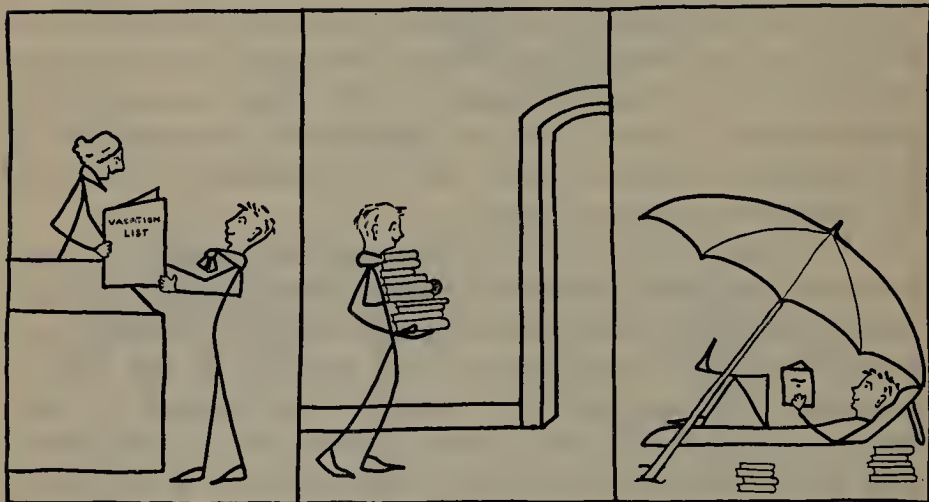
In this section of our book, then, a limited number of enterprises is grouped under each of several rather broad and representative curriculum fields—Arts and Crafts, Commerce and Business, English, and others. This is done in the face of numerous overlappings. For example, the reading of biographies, which is a common library activity, ties in equally well with music, vocational guidance, home economics or chemistry, depending principally upon the life work of the person written about.

But if curricular activities overlap, so too do curricular and extracurricular. Here again it is impossible to draw a hard and fast line; and if, in the present book, club enterprises such as maintaining a literary column in the school paper are listed apart from English, the division is purely arbitrary and solely for reasons stated in the preceding discussion.

CURRICULAR ACTIVITIES GENERAL IN APPLICATION

Curriculum background reading *during vacation* is an idea worth experimenting with. It involves calling to the attention of pupils the advantages of and opportunities for getting a running start, so to speak, on next year's work by means of purposeful background reading during the summer. The project may well be the occasion for extensive cooperation between public library and school. In such cases the school librarian suggests the fields to be covered, the grades or groups

to be served through lists, and many of the titles. The public library, on its side, also participates in selection, in the production of lists, and in the distribution of books. In the absence of a public library, or when school resources are ample and accessible, projects may be carried through independently. To



be sure, this may involve the long-term lending of books by the school library, as in the case of public library vacation privileges. But why not?

If only a limited number of pupils apply for summer reading materials, there will be the satisfaction of being able to give individual guidance. But if the project is well publicized through library and classroom, it will no doubt require the preparation of many lists—historical backgrounds of biography and travel; lists on the wonders of chemistry, on the practical aspects of science, on manners and customs among foreign language groups; dramas, poems, and essays. As incentives, teachers will perhaps be willing to offer higher grades or special recognition for pupils who thus come into their courses with a good lead. As a matter of fact, the teacher, rather than the librarian, may be the moving spirit in such a reading project. Thus, a teacher of English may push the idea of summer reading from recommended English lists.

The appointment of a library representative. One of the best ways to provide for a constant flow of activity between library and classrooms is to have appointed from each class a library representative whose duty it is to report to the librarian questions up for discussion, projects under way, demands likely to be forthcoming. On the other side, he bears from library to classroom news of new materials, special collections of books, bibliographies, and perhaps book jackets to be posted in classrooms. If the library issues some sort of form upon which teachers are requested to list reserve books, the class representative acts as secretary and messenger boy to see that the reserve lists are made out and delivered.

Bibliography making by pupils. The technique of bibliography making should be taught either in connection with a course in library instruction or as a part of the instruction in some subject field like English, or social science. Since it is not the aim of this book to present a course in library instruction, but only to describe devices and activities useful in such a connection, the science of bibliography making will be left out. But there are many ways in which bibliography making may be made an interesting and significant activity. Here are some of them:

Have pupils ascertain from friends or members of their families subjects about which they (the friends) would like to read. Pupils then look up titles of books in those fields, prepare bibliographies, and turn them over to the friends. Later, a check is made to see if the choices have proved suitable—that is, whether the friends read the books and found them useful.

Pupils should be encouraged to compile reading lists in a variety of other connections. Suggested elsewhere in this book are the following: hobby lists—for personal purposes or exhibits; lists made up by the class library representative or assistant for the use of the class; lists on topics of personal or school interest to be published in the school paper; bibliographies of books best liked by certain famous men and women.

Lists may be the work either of individuals or of groups. The debate bibliography compiled by the members of the team

is a good example of a cooperative bibliography. But there are plenty of other fields and occasions which may be seized upon for group work—committees who need a working list to accompany the development of a project; a class which may undertake through a committee the preparation of a list of readings found to be significant or interesting in connection with class work. Such bibliographies are made up a week or so in advance—presumably with the help of the librarian—on the basis of the instructor's announced program for the week ahead. If this plan accomplishes nothing more than keeping the librarian informed *in advance* of coming demands, it will be worth while.

In all bibliographic work, the acceptable form must be settled upon. Examples of acceptable bibliographic entries should therefore be made available through the teacher or the librarian; and if there has been no previous instruction in bibliography making, this is an excellent opportunity for it. Examples of such instruction and of simple form may be found in any manual of library instruction. (See Ingles, May, and McCague, Anna. *Teaching the use of books and libraries*; Broening, A. M., and others. *How to use the library*; Toser, M. A. *Library manual*; Fargo, L. F. *The library in the school*. F. K. W. Drury's *Specimens of reading lists* is excellent for captions and typographical form.)

The finding of call numbers through the use of the card catalog becomes a far more purposeful exercise when the pupil looks up books he is actually going to use, rather than miscellaneous titles. For this reason, a useful activity is to set him to searching the call numbers for books on his English or history reading list, or for entries in any textbook bibliography. This may well be done at the beginning of the semester, the numbers when found being noted in the margins of the bibliography as a means of speeding up future reference work.

Mutilated or badly treated books are not pleasant to contemplate. But the clever librarian turns a vice into a virtue

by helping pupils to initiate activities based upon the shabby practices which ruin books. In one school, books poorly treated were sent to the class chiefly responsible. Here the reasons for the disreputable appearance of the volumes were discussed. The question "What shall we do about it?" was answered by appointing a committee to draft a letter to the librarian expressing regret and a desire to help with the repairs if possible, and voicing an agreement to take better care of library books in very specific ways. Other activities having the same background are stories written by pupils—such as "The sad history of a dictionary." Dramatizations of good and bad practice may also be used (see p.17) as well as nonsense verse, slogans, cartoons. (See index.) A vigilance committee may be organized. Finally, there are bookmarks showing how to use a book properly, perhaps decorated with the verses or cartoons before mentioned.

But let us turn to activities which readily identify themselves with particular subject fields. We start with:

ARTS AND CRAFTS¹

Characters or scenes from books may be drawn, modeled, carved, silhouetted, or cut out and displayed according to occasion or demand. In one school, book characters which are drawn, silhouetted or cut out are mounted and filed for reference and class use. In another school the figures were worked out by committees in the several rooms after favorite characters had been chosen. Later the drawings were cut from beaver board, painted in tempera and shellacked—in which condition they were available for use from time to time under varying circumstances. Linoleum block prints have also been based upon book characters. In the Germantown high school, Philadelphia, the Canterbury Pilgrims, made in wood and hand colored, were first exhibited and then offered for sale.

¹ Suggested reading: "The library as a background for art instruction." In National Education Association. Elementary School Principals. Twelfth yearbook. The Association, 1933, p.283-84. (Bulletin v.12, No. 5.)

Scenes from books may be made in replica. An example is a replica of John Drinkwater's *Abraham Lincoln*, Act I, Scene I. This involves producing a miniature of the parlor of Lincoln's house at Springfield and requires the help of the manual training department in connection with the furniture. The same idea might be carried out for any other drama or story; e.g., a reproduction of the Doone Valley as described in *Lorna Doone*. Chipboard has been recommended as a material useful in making such miniature stage sets. Where figures are desired, they may be cut from paper and mounted on supports to make them stand up. Cornhusk and clothespin dolls, as well as real dolls, may also be used.

The making of friezes is another activity of the same sort. Story book characters, designed and executed by pupils, may be featured in the lower grades; scenes famous in literature or history in the high school. Likewise for the high school are friezes made by copying and enlarging publishers' trademarks, or colophons. Useful references on the last project are: Flattery, M. "Printer's marks as library window decoration." *Library Journal* 52:1015-17 and "It's a game!" *Wilson Bulletin* 5:60, September, 1930.

Friezes depicting the history of book and paper making are always popular. Marjorie Maxwell's *Books* affords excellent pictures for such a project.

Friezes designed by pupils should seldom be painted directly on the walls or in any way be planned as permanent decorations. This is because the execution of permanent wall decorations is expensive; keeping them clean is a real problem; interest in them wanes; and perhaps most important of all, while good, they are not often so superlatively good as to deserve being perpetuated.

Book illustration offers possibilities for pupil activity in two directions. First, the collection and exhibition of the work of famous illustrators; and second, the making of illustrations for library books. The latter may be exhibited separately, or, as

suggested by Hannah Logasa in connection with cartoons to go with a volume of O. Henry's stories, they may actually be inserted in the book itself. After an exhibition of the work of famous illustrators, the plates or mounted pictures are filed in the library picture collection for future use. They will presumably be arranged under illustrators' names. In the same way, drawings made by the pupils themselves to represent scenes or characters may, if well done, be filed for future reference, presumably under the name of the book or its author. Mounting and filing, as well as the drawing of illustrations, may be carried on by pupils under supervision. (See suggestions for supervised library club activities, p.103.)

Models illustrative of or drawn from books make fine displays and engage interest and attention. Some suggestions are: *The covered wagon*; the ship, "The Bounty"; a Viking ship; a sod house for *Let the hurricane roar*; a Chinese house and garden for *My lady of the Chinese courtyard*, *Young Fu*, or *Ho-Ming*; an airplane for *North to the Orient*. The models should be displayed with the pupil's name attached and a card telling why the book was chosen.

Designing book jackets, bookplates and bookmarks are art department activities which have a bookish twist. The library will no doubt be able to furnish illustrations of the articles in question; it will be more than willing to exhibit the finished products; operating through the library club or committee it may even initiate and sponsor the project, offering a prize or honorable mention for the best work.

The making of illuminations is a project readily initiated in the library, although its carrying out will quite likely depend on the art department. The selection of the quotation to be illuminated suggests the use of quotation books and search through favorite volumes of essays and poems. The library will quite likely have in its files replicas of famous illuminated manuscripts which may be consulted for design and color. The illu-

minations themselves will probably take the form of posters which will add to the attractiveness of the library quarters if exhibited or permanently placed there. If, instead of posters, the young artists produce an entire illuminated manuscript bound in modern vellum, it is proudly exhibited in the library display case.

An illustrated book project suggests first that the names of famous illustrators must be looked up. Following this, the library is searched for books containing examples of the work of these artists. This is followed by an exhibit of the books, prepared by the pupils themselves, who provide an appropriate poster to announce it, arrange the display with such aid and supervision as seems necessary, and letter the necessary labels. At some time the books are taken to classrooms to be handled more intimately; or they are placed on tables in the library lecture room to be examined by groups or individuals under the guidance of the librarian or teachers.

Costume plates may be made in colors. These are filed in the library and lent to teachers, dramatics classes, or other groups.

Vocations having art as a background are dealt with in many library books. It is a poor art department which is not helping pupils to find these books. The ways are legion, including the making of bibliographies by the pupils themselves; search for accounts of persons who have made good in artistic pursuits (*Heads and tales* by Malvina Hoffman and *Modeling my life* by Janet Scudder should not be missed by the girls); the writing of book notes on volumes read which are useful in deciding upon an artistic career. (For further suggestions see sections on Reading Stimulation and Hobbies.)

The tools of fine bookmaking. An exhibit in the library featuring processes like engraving, etching, leather tooling, and binding would be a natural enterprise for an arts and crafts class. **Exhibits featuring any artistic process** are equally ap-

propriate and welcome, especially if the pupils concerned are encouraged to accompany the exhibit by books descriptive of the processes illustrated. (See under Hobbies.)

Cartoons *illustrative of how not to use the library*, or of the difficulties of the pupil who is too lazy to learn the use of library tools will prove entertaining and instructive when posted on library bulletin boards or printed in the school paper. Stick figures drawn by Eleanor Witmer and others, appearing in such publications as the *A.L.A. Bulletin* and the *Wilson Bulletin* (see latter, 5:623, June, 1931) offer an easy and effective means of graphically portraying library "do's" and "don't's."

Posters are naturally the product of the art department, and the librarian will find few months in the year when the making of library posters will not be a desirable enterprise—at least from the library point of view. In this book the subject of posters is treated under a variety of headings, but more particularly under Publicity, p.179-81.

COMMERCE AND BUSINESS

The old idea that the commercial department has done its job if it turns out typists who can meet the Gregg speed tests and bookkeepers who can run adding machines and make their accounts balance is fast losing out. The routes of world trade now come into the picture; social and industrial problems, good manners and appropriate dress in business situations—these are illustrative of the newer phases of commercial education. And in all these the library functions through its books, magazines, vocational treatises, statistical data, atlases and maps, all well publicized, and made readily available through lists and pupil-prepared bibliographies.

It is not unusual for the commercial department to ask for the assistance of the library in laying out a brief course on reference tools essential for the office worker. The girl who has no interest in the *World almanac* as such comes to it with valuable motivation when she discovers that her chances of

increasing her salary as a secretary will be enhanced to the extent that she can serve the boss quickly and effectively in supplying information that he needs in a hurry. If the commercial department *per se* does not find room for this sort of instruction, perhaps the school commercial club may. In any event, significant library activities may be developed. (See Ingles, May and McCague, Anna. *Teaching the use of books and libraries*, Appendix II.)

On the programs of a live commercial club will be reports on new office devices (consult library magazines); talks about successful business men (read and report on biographies of Carnegie, Woolworth and their kind); demonstrations of the right and the wrong way in office etiquette (page the business etiquette and business correspondence shelves); sessions on successful advertising (books on the psychology of advertising); discussion of opportunities for advanced study in schools of commerce (college catalogs). Posters and displays will help materially in getting these activities started, for the gap between the library and the business department is traditionally wider than elsewhere in the school.

Coming now to a few specific activities, we have:

Thrift quotations and business maxims. Finding and listing them or preparing posters.

Taking over a library publicity campaign. Making speeches publicizing the library and its opportunities, preparing advertisements of library materials.

Selling books; i.e., making speeches demonstrating the principles of salesmanship. The book chosen by the pupil to "sell" to his classmates may be a reference volume of value to a business man, a book on business ethics, a biography, or any other worthwhile volume.

Office practice in the library is often arranged for commercial pupils. They are scheduled for definite periods to take

dictation, type lists, and help with filing. As far as possible, the librarian sets up for such assistants a real office situation, holding pupils for careful and accurate work, adherence to a schedule, the courteous treatment of library staff and patrons. (For further discussion, see Committees, library.)

ENGLISH

The above caption is broadly used to embrace elementary and high school subjects which have to do with the English language, English literature, and reading. In no other fields do library activities and curriculum subject activities as consistently overlap. The perusal of curricula in English brings to light so many pages of activities in which the library operates as an English or literature reading laboratory (not to say as an English classroom) that to indicate where the sponsorship of the English department leaves off and that of the library begins is wholly impossible. In these circumstances, some of the activities outlined below are open to question when introduced in a book on the library. However, their number is limited and their function is chiefly illustrative. Hundreds of similar enterprises are to be found in publications having to do with the enrichment of the teaching of English and reading: *The English Journal*, *The Elementary English Journal*, state and city courses of study, English and reading textbooks, the report on reading of the National Society for the Study of Education. For additional material in the present book, reference should be made to such sections as those on Auditorium, Reading Stimulation, Clubs, library.

The Town That Books Built is really a combined reading and art project. It has the advantage of providing activities extending over a long period—an entire year as described in detail by Sister M. Bertrand Cullen in the *Wilson Bulletin* 12:114-17, October, 1937. In brief, the idea is to construct a mosaic frieze representing a village street. The buildings (each child or pair of children has a building to construct) are first drawn in outline on sheets of manila drawing paper uniform

in size (12" by 18") and in line with a general architectural design worked out in advance by a pupil planning committee. The drawings are then filled out mosaic fashion with strips of colored paper ($\frac{1}{2}$ " by $1\frac{1}{2}$ " in size) each one of which is eventually to bear the author and title of a book read by the child constructing the building. The name of the child, by the way, is printed on the $\frac{1}{2}$ " sidewalk which runs across the bottom of his design. Although all the colored strips making up a structure may be pasted in position to begin with, the building will not be a finished job until each colored bit bears its author and title, which labels it as a book actually read.

When each of the 12" by 18" manila rectangles bears a completed building, the buildings are arranged side by side to make a frieze; i.e., the village street of Readabooktown. This makes a fine exhibit for library, hallway, or perhaps the children's room at the public library. In the account in the *Wilson Bulletin* on which this summary is based, the presence of a pictured Readabooktown led to the organization of a municipal government (alias library club) whose officers looked after torn books and magazines, overdue books, and other matters. It also led to the publication of the *Readabooktown Herald*, which contained, along with other items, information concerning the number of books read and the names of pupils with the best reading accomplishment.

Book reviewing and book annotation are arts which require special instruction of a kind appropriately offered either in English classes or through organized Library Instruction courses. Such instruction is outside our province; but activities which help to take the much despised "book report" out of the realm of the routine check-up on reading are well within our sphere. Among them are projects in which pupils annotate books for the benefit of fellow pupils, or write reviews for publication or as a form of library publicity. (See p.55, 123.)

In the first case, the brief but carefully prepared opinions of pupils are written or typed on cards of uniform size and filed for convenient reference; or perhaps they are used in a publi-

cation entitled "Recommended by Blank junior high school boys and girls." Still another use for such annotations is to paste them upon the fly leaves or inside covers of the books concerned. A typed (and signed) annotation used in any of these ways is not only an excellent project for the pupil producing the note but an extremely worthwhile device for "selling" the book to other readers. Examples of annotations may be found in periodicals, the American Library Association *Booklist*, the Wilson *Standard catalog for high school libraries*, and *Book Review Digest*. Book reviews may be published in the school paper or, in a *Book News Bulletin* (see p.105). They may also figure in auditorium programs. (See also Book selection by pupils, Book salesmanship, Reviewing, etc.) Other variants of the book review follow.

A library book auction or a book-selling contest may be useful in stimulating reading, or it may serve as a variation of the more conventional book review. In such a contest it is not the physical book that is sold, though pictures and good type may be talking points. Rather, it is the contents of the book. Each auctioneer or salesman endeavors to "sell" his volume to the minds and hearts of his classmates. To that end he prepares an oral or a written sales talk. When all the talks have been made, the class decides by vote who is the best salesman—or better, lists the books on which they have been "sold."

A variation of the above consists of **a make-believe bookstore**—books arranged on convenient shelves or tables—and several pupils who, acting as clerks, attempt to sell the contents of the store. This plan is recommended for a Book Week entertainment, a book fair, or perhaps the occasion when the Parent Teachers are being entertained.

Personal records of reading should be encouraged. They may take the form of a reading diary, the pupil noting the date he started reading, the date of completion of the book, characters, notes about the author. Such a record should be voluntary. If kept in a loose leaf notebook or a book with plenty of blank

pages it may become a continuous reading record. Another record, more formal in nature, is kept in a notebook made up of printed forms for reports on books. An example of such a form book is the one published by Gaylord Brothers, Syracuse, N. Y., and entitled *Books I have read*.

A variation of the diary plan is to keep a class or room diary. In this case each pupil has a page of his own where his reading is entered under his name—and where others may see it and make notes for their own reading.

Pupil-made projects from books is a form of voluntary book reviewing, new style, reported by Raymond Embree in the *Wilson Bulletin* 12:184-85, November, 1937. Instead of written or oral reports, pupils construct scenes or objects from descriptions in the books read. Thus *Slowcoach* resulted in a model coach, *The prince and the pauper* in a castle with a hut hard by, and the reading of a radio book in the construction of a portable radio set. (See also Models.)

A classroom book party. Invitations to parents to attend are cut and folded to look like books. The library sends to the classroom some of its most charming books, selected with reference to the reading ability of the pupils. Pupils describe favorite books and show the books themselves.

A literary newspaper holds interest for members of English classes. The idea is to take some such classic as Scott's *Ivanhoe* or Shakespeare's *Julius Caesar* and write the news around the setting and characters, using library materials for background reading. *Julius Caesar*, for example, offers a wide field for the political reporter: senate wives and members are entertained at dinner by Calpurnia; there are advertisements for sales of imported toga cloth and a new Roman bath; the big story is Caesar's assassination.

Reading to discover the main theme or subject is encouraged when a pupil undertakes to index an issue of some periodical

as it would be indexed in the *Readers' Guide*. This, then, is an excellent English or reading project. At the same time, it increases facility in library use, for the pupil acquires familiarity with an important library tool—the index to periodicals. The project may be expanded to cover the indexing, by a group, of a year's issue of a periodical not listed in the *Readers' Guide*, such as a state historical or literary publication, or even the school paper.

A reading feast. A long table in the library classroom is spread with choice literature—stories, poems, illustrated volumes. Guests are summoned and seated. A pupil about to read asks to have different books passed to him. When he has selected something, he reads it aloud. The guests partake with him by listening intently. To be a “guest” may become quite an honor.

Story hours in which the pupils themselves do the storytelling are well worth while. Both for his own sake, and for the sake of the other children, each pupil is so guided as to make sure that the story he is telling is one worth publicizing in this way. In some localities the idea of storytelling by pupils has been expanded into a storytelling contest in which winners from each room compete with each other, the school winners compete with other winners in the district, and so on. Stories are selected from a special list, and prizes are given.

Letters to the librarian. How a series of freshmen classes in English composition wrote letters telling the librarian what they would like to read about is delightfully told by Elizabeth Griggs in the *Wilson Bulletin* 11:461-64, March, 1937, in an article entitled “Fan mail, library version.” Of course the librarian answered the letters—on personal stationery—suggesting books to meet individual desires.

Selecting magazines. An English teacher might try making the following assignment: Select five magazines from those

subscribed for by the library which you think would be suitable as a gift for (a) your father (b) your sister (c) your brother (d) your mother (e) a friend you know very well. How much would subscriptions to the five cost? Explain why you think the recipients of your gift would like them. Afterwards, interview these persons to see whether you were correct in your choices.

The ten best magazine articles of the month for high school pupils. Pupils working as a committee compile a list which is each month posted in the library, using as a guide to form, the student-written reviews in *The Scholastic* or adult reviews from other reliable sources.

A trip to a bookstore may be scheduled. Pupils should go with notebooks in hand, accompanied by the librarian, who helps them to find and note books worth reading and owning. The arrangement of books on the shelves may also be noted for comparison with library arrangement. If the store employs as head of the department or as salesperson someone who knows and loves books, that person is called upon for a talk—stories about the books and authors for the younger groups, advice on editions and buying for older students. Pupils will also be interested to learn how the bookstore locates wanted books (the *Publishers' trade list annual* always amuses because of its size) and what the qualifications are for various positions in the bookstore. An expedition of this kind is especially helpful about Christmas when book buying is in the air. It is often planned as a Book Week activity.

Special interest reading. Retarded readers are a group for concern on the part of teachers and librarians alike. Such readers may in some cases be caught by one or another of the activities listed in this section. But the program for groups (as, for instance, a low 10th grade class) will require careful cooperative planning. Perhaps the teacher will probe for interests—hobbies or curiosities which may be developed into

reading interests. These discovered, the class, or groups within the class, are encouraged to center reading and writing about these interests, and they appeal to the librarian for help. From there on it is a fully cooperative enterprise, the teacher, the librarian and pupil groups each doing their part to push the project along.

Whatever the method (and the study of published experiments with retarded readers will be as helpful to the librarian as to the teacher) the librarian must always be ready to catch the ball when it comes her way, or even when it goes far afield. And the more the project becomes a game, or a voyage, or an exploration with librarian and teacher acting as coaches or steersmen, the better the results are likely to be. A few lists useful in this connection are:

Books for children with seriously defective vision. University of the State of New York. State Education Department. Library Extension Division. 1937.

"Books for older boys and girls with low reading abilities." (In Teachers College Library, Columbia University. Classroom Literature. v.4, No.6. January, 1937.)

MOORE, A. C. Choice of a hobby. Compton and Company. (gratis) The right book for the right child; a graded buying list. Reynal, 1933 (also supplement, 1936).

Roos, J. C. What shall we read next? a program of reading sequences. (Reading for background, No.2.) Wilson, 1935.

Library themes. Reference has frequently been made to themes or oral compositions with bookish or library backgrounds. The following titles may be suggestive:

Our High School Library (to be written as though for inclusion in an encyclopedia)

The Kind of Book I Do Not Like

Book Mutilation and Theft a Problem in Citizenship

Fashion Magazines of Yester-year (women's magazines or children's magazines may be substituted, depending upon availability)

How to Copyright a Book

Melvil Dewey, a Library "Efficiency" Man

How Our Library Takes Care of Overdue and Missing Books

Our Library Statistics and What They Show
Do Authors "Own" Their Books?
From Typewriter to Finished Book (how books are published)
Books That Are Misused
How Pictures Are Reproduced In Books
What Is a Colophon?
Block Books
Hornbooks
Your Writing Paper—What Do You Know About It?
Schools Which Prepare for Librarianship
Our Public Library—Its Organization and Support
Famous Libraries (may be subdivided by country)
Qualifications for Librarianship
The Reference Librarian as Sherlock Holmes
The Most Popular Books in Our School Library This Year
Uncle Sam, Publisher (government publications and their usefulness)
The Book That Has Influenced Me Most
Why I Like Adventure Stories
Etiquette Junior in the Library
Behind the Scenes in the Library
Found in the Library
Why I Like (or dislike) Nonfiction
Time to Read
Books Read More Than Once
Reading as a Leisure-Time Occupation; or, Reading for Fun
Library Vandals
"How to do it" Books Found in the Library
Books I Would Give as Gifts
Authors From Our State
My Favorite Magazines
Books to Drive Away the Blues
Do Pupils Read? (may be limited to particular groups; as, 10B pupils)
The Newbery Medal and Its Winners
Why Read?
Where Is Your Next Idea Coming From?
What Grandfather Read When He Was a Boy (or grandmother)

FOREIGN LANGUAGE AND LITERATURE

It is customary for foreign language instructors to encourage through clubs, auditorium programs or socialized recitations many activities which inevitably involve the library. Volumes

such as Woodring, M. N., and Sabin, F. E., *The enriched teaching of Latin in the high school*, the publications of the American Classical League, Susan Paxton's *Handbook of Latin clubs* and R. E. Flickinger's *Songs for the Latin club* all suggest programs which will bring into use library materials. French, German and Spanish add their quota of demands, which run the gamut from modern travel to archeological exploration and bring into play histories of art, costume books and costume files; biographies of famous authors, composers, and modern political figures—all these and many more. (See Brooks, A. R., *Readings for French, Latin and German; a bibliography*. Wilson, 1935.)

The library, having furnished, let us say, a diagram for the construction of a model Pompeiian house, or costume plates for a volume of French character sketches done into English by the class in French IV, ends by exhibiting the finished model or the book of translations. Or it sends its word of cordial thanks when the class concerned presents it with a gloriously illustrated volume of Pompeiian frescoes or French chateaux too expensive for routine purchase.

Other activities too obvious to demand explanation are as follows: collecting (by pupils) foreign postcards and pictures for the library file; preparing talks and programs involving the use of library books, periodicals and visual aids (for example, *Home Life in France*); imaginary visits to foreign cities, using library guide books, pictures and books of travel; finding out how foreign countries are governed; reading current foreign language newspapers and magazines. (See also p.181.)

Many dramatizations and literary programs described in this book under the heading of auditorium programs can easily be adapted to the presentation of foreign language programs. Other adaptations will suggest themselves. Here are a few special activities:

Mythology Up-to-Date may be a poster or a list which features the mythological derivation of everyday terms like "vulcanize," "tantalize," "siren," "Midas touch." The list may be

the basis for a contest or a reference problem in which pupils are given a definite period of time within which to look up the stories connected with the terms; or a prize may be offered for the best set of answers. Another aspect of the same idea is to have pupils identify in library books illustrations of mythological characters found in advertisements, trademarks and seals.

Models of cathedrals, and castles, and architectural items like gargoyles or windows and doorways may be prepared with the aid of the art instructor and books on architectural drawing or travel. When completed, they help to call attention to readable volumes on foreign art, travel, historic fiction, and collections of foreign language books.

Bulletin boards may well be allocated to foreign language classes or clubs. They should be maintained by the pupils themselves, though the librarian will be on the alert for clippings and pictures that may be used. Among items appropriate for display will be announcements of club programs; jackets of new books of travel and biography; clippings (not infrequently from such sources as the editorial or feature pages of newspapers) covering archeological discovery, famous manuscripts, libraries and art museums; bits of humorous verse; cartoons; foreign news notes. (See also Publicity: Bulletin Boards.)

Foreign language picture books, presumably for little children, nevertheless provide hours full of entertainment for beginning students, even of high school age. Meeting in the library classroom, or in their own classroom if that is more convenient, the pupils turn the pages of these often highly amusing volumes and identify the names of animals, utensils and what not. If the library is fortunate enough to possess books of this type which are illustrated by real artists—and such books are frequently not too expensive—the pupils also grow in appreciation of national art and acquire something of

atmosphere which they may not get through more stereotyped classroom approaches. Books of travel and biography, illustrated editions of the classics, art books, and pictures from the library files may likewise be made available during such "browsing" periods.

Foreign language newspapers. Pupils are encouraged to bring from home newspapers printed in foreign languages, regardless of whether the languages are those studied in school or not. Through collections of this sort pupils may become interested in points of resemblance and difference among various languages and alphabets. Exhibits of these newspapers may be arranged for special occasions. If the occasion is one when parents come to the school, there is opportunity for promoting racial and social understanding.

International understanding activities are many and varied. Besides delving into foreign art, handicrafts, home life and literature, pupils are often encouraged to acquaint themselves with, and to feature or report on, organizations devoted to the furtherance of international good will. This leads to the discovery and display of publications like those of the Pan-American Union, the Foreign Policy Association *Reports*, and the pamphlets of the Carnegie Endowment for International Peace. (See also Bulletin boards, p.50.)

Vocational opportunities through foreign language study is a theme rich in possibilities for library use. Pupils search periodical indexes, biographical sketches and books on vocations for information covering the job of the translator, of the interpreter, of the research worker and of the diplomat.

HOUSEHOLD ARTS

Teachers in this field have from the first stressed the use of library resources. But aside from the usual reading and research connected with such curricular subjects as the chemistry of foods and the manufacture of textiles, there is oppor-

tunity for the carrying out of hundreds of activities connected with homemaking and the crafts that belong naturally to girls.

Costuming is often a sewing class project; not merely the production of everyday dress, but the making of outfits for amateur theatricals. Together with art students, the members of such classes come to the library for pictures and for books on costume making. Or perhaps the project has to do with national or historic costume, in which case the same materials are demanded and the outcome may be an exhibit in the library of dolls or manikins illustrating period styles.

Identification contests. Examples of **needlework, textiles** and **lace**, brought from home or otherwise supplied, become the basis for library activity when displayed in an exhibit case. They are to be identified as to pattern or historic type through the use of books on lace, encyclopedia articles, or portfolios of designs. In similar fashion, **materials** such as damask, percale, cravenette, cheviot and tulle are displayed, not only to add to useful information, but to motivate the use of encyclopedias and other reference tools. Special volumes on textiles should be placed where they may be used to the best advantage.

Reports or programs dealing with home machinery require the discovery and perusal of popular books on invention, leaflets on the mechanism of the sewing machine or the iceless refrigerator, bibliographies on laundry devices, the use of biographies and histories covering the lives of inventors (Howe, Singer, etc.) and the influence of labor-saving devices.

Samples of work produced by sewing classes may be displayed in the library exhibit case along with drawings showing the different types of seams used and examples of special stitches. Beside the samples and finished work are placed a few books and leaflets like *Pattern and dress design* by J. F. Eddy and E. C. B. Wiley, and the Singer Sewing Machine Company's pamphlets on sewing.

"Before" and "after" drawings of made-over kitchens, remodeled living rooms and retouched bedrooms help to introduce books and magazine articles popular with girls who have the homemaking impulse, or who can at least be interested in reading having to do with the furbishing up of their own rooms. The drawings may be originals, produced by pupils in household arts, or copies taken from the books or magazines to be featured.

Dolls may be dressed as book characters and exhibited with the books. Or they may be made the basis for a guessing contest, in which case they appear unnamed in the library. (See *Library Journal* 57:383, April 15, 1932; also *Wilson Bulletin* 7:119, October, 1932.)

Style shows are favorite diversions in the school. The library features, and prospective models make use of, books on posture, posing, and theatrical make-up. Bits of verse or quotations suitable for introductions and posters are sought in quotation books. Classes or clubs, aided by the librarian, search for and list worthwhile essays, stories and biographical excerpts showing the influence of dress. Material on good taste in dress is treated in the same way and the library will probably feature an exhibit of books in this field with captions such as: *Any Girl Can Be Good-Looking*, and *What Dress Makes of Us*.

Flower arrangement, table setting and other home activities involving knowledge of form and custom can easily be shown in library exhibit cases along with helpful books. One librarian places two or three vases and a corner table at the disposal of girls wishing to engage in a flower arranging contest. Books on the subject are of course featured and pupils coming into the library vote on the most successful arrangement.

Visits by classes to markets, canneries and like establishments are preceded or followed by exhibits of printed information and the making of reports based upon this information. On these visits, pupils may be encouraged to look for printed material

suitable for library files; although here, as elsewhere, not too much dependence can be placed upon pupil judgment, and the librarian must avoid situations which involve the refusal of materials thus collected. Intelligent direction and elimination on the part of the sponsoring teacher are essential.

Museum exhibits made up of utensils, pottery and tools borrowed from the local museum or a local collector may be shown in the library and featured in club programs, articles for the school paper, reports and oral themes.

Health week calls for the display of appropriate books, dietaries, shoe craft charts, *et al.*, many of them prepared by home economics groups. (See further, p.70.)

JOURNALISM

The library with its many projects, its informal atmosphere and its contacts with all school departments, to say nothing of its literary background, is always a source for "news." One member of the journalism class, especially if the class operates as a staff to publish the school paper, may well be appointed as library reporter or library editor. The latter arrangement is perhaps the better since it leaves the door open to all students to write up library items and submit them to the editor for publication. It will be the duty of this editor, and of the librarian working with him and with amateur reporters, to see that library items are treated in true journalistic style (see p.55) and that lists and reviews are captioned and otherwise produced in such a way as to arrest attention. There is nothing more deadly than long lists of books compiled by the librarian, albeit in perfect bibliographic form, or statistical reports published without witty or arresting comment.

Photographs of library exhibits, of the Library Club, of groups at work in the library are all good material for the school paper. The cartoonist will find much to delight in within the library, and staff artists may "do" library corners or bookshelves.

Help for amateur journalists working on library news may be had from:

AMERICAN LIBRARY ASSOCIATION. PUBLICITY COMMITTEE. "Writing library news." In their *Leads*, No.6. 1932. (gratis)

MERRILL, VIRGINIA. "A typical day at the library." *Wilson Bulletin* 6:580, April, 1932.

Book reviewing for the school paper. The writing of book reviews by pupils will not be successful without study of the techniques involved and examination of well-written reviews. The usefulness of publisher's blurbs found on book jackets should not be overlooked in this connection. While the blurbs are frankly written for advertising purposes and may be one-sided and exaggerated, they nevertheless tell something of how to create readable and arresting statements—and reviews must be readable and arresting if they are to do anything more than fill up space in the school paper. On the other hand, the pupil reviewer must keep in mind the dictum that his job is to tell honestly "what the author set out to do, what he did, and how he did it."

As examples of well-written reviews, consult not only such adult publications as the *New York Times Book Review*, the *New York Herald Tribune Books*, and the more scholarly reviews in literary and professional magazines, but reviews in periodicals specializing in books for boys and girls. (See *American Girl* and 1937 issues of *The Scholastic*.) On the side of technique, the following are suggested:

BECKER, M. L. Books as windows. Stokes, 1929, p.250-65.

CANBY, H. S., and others. High school English, book one. Macmillan, 1932, p.130-34.

SHUMAN, E. L. How to judge a book. Houghton, 1910.

MATHEMATICS²

The library often performs its greatest service to the mathematics department through a mathematics club. Pupils and

² Suggested reading: "Supplementing mathematics through the library." In National Education Association. Elementary School Principals. Twelfth yearbook. The Association, 1933, p.285-87. (Bulletin v.12, No.5.)

club directors searching for program ideas will pounce with joy upon books or articles dealing with mathematical tricks, puzzles, games and the like. In fact, a committee from the club may be appointed to work with the librarian in unearthing them. Below are given suggestive program (or report) topics, the materials for which will largely be drawn from library sources such as histories of mathematics, the biographies of mathematicians, and titles dealing with mathematical theories such as relativity:

- Discovering Stars by Mathematics
- Time and Its Measurement
- Archimedes
- Where Our Numbers Came From
- Some Unsolved Problems in Mathematics
- Mathematics in Poetry and Music
- Geometric Forms in Nature

Other activities are:

Debates and plays involving the question of the adoption of the metric system. These may stem from library reading.

Building up a mathematical collection in the library. Books and magazines may be recommended by pupils or by the librarian. The mathematics club sets out to earn the money for their purchase. A collection of clippings on mathematical diversions and strange mathematical facts may be made by the club and donated to the library. Here, as always when clippings are concerned, pupils must be cautioned against the mutilation of library materials. An excellent list suggestive of titles for the mathematics shelf or the library may be found in McKown, H. C. *School clubs*, Macmillan, 1929, p.219-20. In the same book is also to be found a lengthy list of club activities, most of which will involve the use of library materials.

Geometric exercises in paper folding is a book by Sundara Row which not only provides an activity of interest to pupils mathematically inclined, but becomes a means of advertising other books. The latter outcome is brought about by exhibiting,

under some such caption as "Mathematics is Fun," the geometric figures of folded paper which pupils have produced. Other volumes on mathematical recreations will naturally form part of the exhibit.

MUSIC

It is likely that in many schools the library activities of the music department will develop chiefly through clubs and the participation of the young musicians of the school in auditorium programs. However, there are plenty of ways in which classes in musical history, harmony and choral work may directly engage in library projects, while through the orchestra there may originate enterprises having to do with the construction of musical instruments, or their function in the orchestra. One thinks here of books like Arthur Elson's *Orchestral instruments and their use*; E. LaPrade's *Alice in Orchestralia*; and D. B. Commins' *Making an orchestra*. Indeed, there is available a rather rich group of titles dealing with music activities of all sorts; among them, Mrs. S. N. B. Coleman's *Bells*; also *The drum book* and others of the Creative Music Series; and Robert Bruce's *So you want to write a song*. Perhaps the most obvious way for the library to function is to supply the books. Inevitably, one book will lead to another, and to displays in the library of pupil-made instruments, scores and reading suggestions. Some specific activities are:

Biographical reading—the lives of composers, singers, band leaders, violinists, pianists. "Musical prodigies" is an excellent topic for library research as well as one likely to interest.

Vocational reading. Besides perusing the biographies of famous musicians, pupils investigate, through periodicals, vocational files and elsewhere, the training required in various branches of music, schools of music, and types of positions.

Finding victrola records in the library to use in connection with programs and music study is a frequent activity. This assumes the library collects and cares for such records.

Stories of the operas are available in books. These are read for pleasure, as preparation for attendance at the opera, or for use in auditorium programs. (See lists in the *Standard catalog for high school libraries*.)

Learning how musical instruments are made—or constructing them with the help of library books and magazines.

Developing music appreciation through reading books and articles about the orchestra and its instruments, the listener's part in music, and the like.

Getting material for compositions or reports on musical topics as "Music in War," "Radio Music," "Bird Music."

Getting help in the mastery of a band instrument through books and magazines. Also finding out how to care for it and tune it, how it is manufactured, and how to choose one wisely.

Finding songs needed for programs, and looking up the history of famous songs.

The scientific side of music suggests excursions via library books into the theory of sound, radio music, and musical experiments. If experiments result in the production of models or of instruments, they are exhibited in the library.

Musical drama. Plays based on the lives of musicians are now appearing on the legitimate stage and coming over the radio. Why not pupil-written plays of the same type based upon library materials?

PHYSICAL EDUCATION

This subject bears a close relationship in the school to topics taken up in connection with guidance and personal regimen and health as touched upon in classes in foods and in social science units on sanitation and public health. Under the immediate topic of Physical Education the literature of library

activities is meager. The enterprises outlined below have, however, a rather wide range of application.

Books on games and sports are a part of the equipment of every well-developed library. They may be featured in various ways. Photographs of football heroes may be solicited from the team, or some member of the team may be inveigled into drawing a diagram of the field. He may be surprised to find that the library has two or three treatises on the game that are worth reading and recommending to the other fellows—especially when shelved conveniently under his drawing. Footballs, baseball bats, hockey outfits, and trophies all offer possibilities in the way of exhibits featuring books on sports, fiction introducing athletic characters, treatises on how to keep fit.

Athletics in relation to the Olympics is a project in which the library figures heavily. Not only is the history of the Olympic games traced from the earliest times to the present, but the origins of many games and sports now indulged in are investigated. Perhaps this item should end with an "English teachers take notice!" for here are possibilities for themes oral and written to be suggested to athletes not interested in many of the topics ordinarily announced.

SCIENCE

The library offers a way for the extension of laboratory activities; that is, it furnishes the literature for the follow-up of scientific experiment initiated in the laboratory or motivated in the classroom. Its "how-to-do" books lead on to personal projects; on the useful arts side, it furnishes valuable reading on the practical applications of science to everyday life and industry. When pupils have read and constructed, they in turn exhibit their contrivances in the library. Or they help the librarian to arrange an exhibit dealing with a process (the making of a photograph, let us say) which, because it is accompanied by books and pamphlets on the subject, starts other pupils off on the camera book trail.

If there is a science club, its members will haunt the library for program material—the latest inventions as described in *Popular Mechanics*, the *Science News Letter*. If the club is more particularized as to its main interest, the librarian has to deal with a band of enthusiasts on the way from amateurdom to expertness. Besides reading *Popular Aviation*, members of a flyer's club will read and report on new books, making recommendations for library purchase which are distinctly valuable since they represent the opinions of the ultimate consumer. If nature study is the mainspring of club activity, then bird books, flower books, tree books, insect books, *Nature Magazine*, *Natural History* and other museum publications all come into play, and the library blossoms with herbaria, collections of minerals, shells, and all the hobbies of the amateur collector. The librarian, for her part, takes advantage of the right occasions to display an illustrated edition of Audubon, the essays of Dallas Lore Sharp and John Burroughs, articles about unusual vocations such as herb gatherer, collector of museum specimens, government hunter.

Pupils put to it for oral or written compositions because they dislike the study and practice of correct English may frequently be sent on their way rejoicing with the makings of a theme drawn from a book or a bulletin: "How the Percolator Works," "From Hot to Cold—the Gas Refrigerator," "Fire Fighting Without Water."

Some special library activities are:

Science question box. The science club places the box in the library and its members attempt to find the answers with, or without, the aid of the librarian. Answers, or perhaps better, sources for answers, may be published in the school paper.

Dramatizations of famous events in science or in the lives of inventors and discoverers may be patterned after the radio "March of Time" programs. While the auditorium, rather than the library, is the scene of the dramatization, the materials for the skit are drawn from library sources.

Poster Posers illustrates an aspect of the "Ask Me Another" type of activity (see Index). The posters may bear intriguing questions having to do with such topics as nature study and lead to search through library sources as well as observation of nature itself. As in many other cases, the cooperation of the Art Department may be sought in designing and lettering these posters. Their production should be a pupil activity.

Remarkable Facts in Science bulletin boards may be maintained by pupils who supply necessary pictures, clippings, and references to reading material.

Patents—how they are obtained and all about them. An excellent topic for compositions oral or written, for dramatization, for bulletin boards. The connection with inventions is obvious and the patented devices mentioned lead to the biography shelves and the history of invention.

Agricultural displays in the library may be either the outcome of or the propelling force behind projects involving reading and research. Rural schools have their Corn Clubs, Farmerettes, and Country Gentlemen. Besides growing prize corn and canning peaches for the county fair, country boys and girls, through their clubs or independently of them, may "help" the librarian in a variety of ways. If the school is poor, perhaps they construct their own exhibit cases and bookshelves and assist in keeping in order the many government bulletins, pamphlets and magazines that contain the latest reports about growing plants and the chemistry of the soil. The farmer's job has had a long and highly honorable history. Hence library activities may readily be developed around that history. For club programs there are stories about famous farmers, all the way from Cincinnatus to McCormick; programs on the evolution of farm tools; reports on new methods in agriculture; sessions on making pets of farm animals. The weather is a matter of concern. This leads to the use of weather maps, and storm charts. Amateur weather observers may post their findings as to local

weather in the library. Bibliography projects may feature farm poetry and the building up of personal farm libraries, as well as vocations in dairying, gardening, scientific and investigational work, and the institutions which prepare for such occupations.



Stuffed birds or animals may be used as the basis of a display on taxidermy, or may help to draw attention to a shelf full of books on animal lore. If the work of an amateur pupil taxidermist can be displayed, so much the better. In some cities displays may be borrowed from natural history museums.

"On Wings" is a poster or a bulletin board sponsored by the Aviation Club. In the first case, large wings of colored paper are mounted flat upon an appropriate background. As club members read factual books on aviation, or fiction, plays, or poems in the same field, the wings are covered with wing fabric; i.e., are printed with the authors and titles of the books read. Or the record of books read may grow as pupils add titles to a convenient blank sheet posted below the wings. In case the project takes the form of a bulletin board, members of the club post aviation news of consequence, references to significant articles, names of books, poems or plays.

Science and poetry as a project may take the form of a bibliography of verse based on science or nature study. Probably better is the making of a notebook in which are copied or typed short poems with scientific backgrounds. *The scientific essay* may be an even better field. The reading or listing of essays by Burroughs, Sharp and modern magazine writers is quite as suitable an enterprise as the collection of minerals or the making of bird boxes.

Models of machinery or scientific apparatus made by pupils from directions in library books are exhibited in the library together with the books.

SHOP AND MECHANIC TRADES

An objective to be kept definitely in mind by the librarian in working with pupils from these departments is to foster appreciation of the cultural and artistic background of workaday occupations. In this connection exhibits of many sorts are useful. It was in New York City that there was held not so long ago an **exhibition of artistic household equipment**, all available through the ten cent stores. The school library might well sponsor a similar exhibit, localized as to content, collected by pupils, and accompanied by books on design. Through **hobby books and magazines** attention may be called to such matters as wrought-iron work as a craft, pattern in masonry, wood carving. **Types of architecture** and architectural design as illustrated locally may set some industrious student to work with camera or sketchbook and lead to the use of a wide variety of reference materials. **Pupil drawings and models** should be exhibited also—especially those having to do with architectural style and decoration, house planning, and other matters of general or cultural interest.

Metalwork in art and literature. Blacksmiths have been famous in literature, history and song as well as in pictures and statuary. The boy who enjoys a forge but doesn't like literature (with a capital "L") may be caught by an English

assignment in which he lists and reads in the library the stirring songs of the blacksmith's art, or casts a critical eye upon a pictured piece of statuary to see whether the artist has delineated properly the grasp on a tool or the play of muscle in back or arm.

Historic trades. Even plumbing has its highlights that the library may help the pupil to discover. What about models of the Roman baths constructed from pictures and diagrams in library books—and designs in tiling, and metal fixtures from the same source?

Printing. The printer's trade offers obvious possibilities for library activities. Type design, typesetting old and new, page form—these and many other aspects of the printer's art can be utilized for exhibits, the preparation of reports and articles for the school newspaper. The library should be stocked with at least a few excellent books in the field; but an amazing amount of material may be extracted from unexpected sources as well as from encyclopedias and magazines. Notes from the librarian to the printing instructor or the leader of the school printing club suggesting such resources may be necessary to put over initially the idea of library activities.

Library equipment. The drawing of plans and the setting up of specifications for items of library equipment can easily be made a shop project. The librarian meets with the boys and their instructor, shows them pictures or rough sketches of the equipment to be built, criticizes tentative plans, and accepts with appropriate thanks the final drawings and specifications which may either be turned over to a cabinetmaker or used by the boys themselves in building the equipment. Book troughs, bulletin boards, newspaper and magazine racks, dictionary stands, book ends, sign holders and like simple equipment are the items most frequently (and successfully) constructed in the shop. One library reports a book house, a bit of equipment constructed by the boys in such a way that it may be taken

apart for storage, and reassembled as the occasion arises. A suggested slogan for this project is, "Build with Books."

Closely related to school library equipment are plans and equipment for the home reading corner. (See Index under Libraries, pupils' personal.)

Lettering signs and making shelf labels. In connection with the latter, it may be suggested that it will help pupils to ask for books correctly if names lettered on shelf labels are pronounced as well as spelled; thus BUCHAN (BUCK-AN). An attempt may even be made to select names that offer difficulties in pronunciation, thus increasing the usefulness of the labels.

The following projects seem to be self-explanatory: **Investigating bridgebuilding**, the construction of skyscrapers, etc. **Investigating types of architecture**, as: college and university buildings, railway stations, libraries. **Constructing models** from specifications or designs found in library books. **Looking up examples** of architectural features such as fenestration, arches, and doorways. **Reading about vocations**: building construction, cabinetmaking, ironwork, electrical engineering, and many others.

SOCIAL SCIENCE

Next to the English department, the social science department is known for its use of library materials. Traditionally, this use is chiefly in the way of assigned reading, or reading suggested by carefully developed bibliographies prepared by the textbook maker, the teacher, or the librarian to illuminate or strengthen a narrowly prescribed course of study. With present-day emphasis all in the direction of a social science curriculum closely related to everyday life and living, reading in the library is still a major activity. But that reading has widened to include topics and materials never dreamed of in the days of History I, II, and III. Furthermore, it is tied in with a variety of pupil projects such as finding out, both by personal investigation and reading, "how our town keeps its water supply

pure," whether "newspapers manufacture public opinion," and whether "all consumers are guinea pigs."

Obviously, of library activities there is no end. When an elementary class studies how the world travels, models of every conceivable conveyance are made, the library furnishing pictures and descriptions exhibiting the finished project. One of the commonest of library activities is the maintenance of a bulletin board dealing with current events, "our town," historic exploration and discovery—what you will. School citizenship functioning through library committees, squads, and service groups (see Chapter V) flowers extraordinarily well in the library. Social science clubs study local history and local industry and under expert guidance occasionally produce a volume of typed material good enough to be added permanently to the library's local history collection. In any case, pictures and clippings find their way to library files and are used in turn by later groups.

So much by way of general introduction to activities in the field of the social sciences. We begin our account of specific activities with one which, as recorded by the librarian who tried it, had no particular curriculum implications. Nevertheless, it represents an essentially social project carried out by the school community, and so deserves a place here. It has to do with moving the library.

Moving day comes to all libraries, whether it is a matter of shifting large numbers of books from one position in the room to another, or of moving the library in its entirety from one building to another. A "happy moving day" is described by a librarian who made effective use of large numbers of pupil helpers (*Wilson Bulletin* 10:273, 277, December, 1935.) When the time came for actually shifting the books, a column of 100 children marched in, single file. Each, keeping his place in line, received an armful of books, and passed on to the new library where he deposited his load in proper position on the shelves. Three trips by this column, occupying thirty-five minutes of morning time, and three trips in the afternoon by

a similar column, occupying forty minutes, were sufficient to move 3,750 books from one building to another without confusion or the necessity for extensive subsequent rearrangement.

The library as a social institution is an excellent field for social science activity. Among topics for consideration are: the history of libraries; how public libraries are supported and controlled; services rendered by libraries; famous rare book libraries and their treasures; library resources of our state (how many people are within reach of them); library resources of our city—including special libraries in institutions, business houses, etc.; what libraries are open to me? Under what conditions? The project might end with a membership drive. (See also p.68-69 and 85-86.)

Travel projects (see also p.119-21) of every sort lean heavily



upon the library. Such a project may be a unit on modes of transportation in the lower grades, a journey with pioneers over the Oregon Trail, or a trip to Turkey with a high school group studying changes from eastern to western culture. It is not at all probable that the library will initiate such enterprises. But the presence in the library of suitable reading

materials, together with constant publicity pertaining to the possible projects, goes a long way towards bringing them about. And if the enterprises result in displays (covered wagons, Turkish costumes and the like) the library naturally exhibits them—if possible, accompanied by the books used.

The cooperative movement and books about it may be publicized by the display of newspaper or magazine pictures of cooperative stores and gas stations, or better still, by photographs of local cooperative agencies. Two books to accompany such a setup might be M. W. Childs' *Sweden, the middle way* and B. B. Fowler's *Consumer cooperation in America*. Other books and pamphlets will no doubt be added.

A consumer education project is a logical activity for social science groups. By using illustrations drawn from such books as Chase, Stuart and Schlink, *Your money's worth* or Ruth Brindze's *How to spend money*, exhibits and books may be displayed together and become the basis for class discussion.

Dramatizations of incidents in the lives of women famous for their contributions to social progress will be appreciated by girls, and materials will be drawn largely from library books. Or critical moments in the history of women's movements can be used. Elizabeth Fry, Florence Nightingale, Frances Willard, Mary Lyon, Jane Addams, Alice Freeman Palmer are among characters to be considered; equal suffrage and higher education for women are typical movements.

It is obvious that similar projects can be worked out by boys, male characters being dramatized. Or boys and girls working together may plan a program in the history of human welfare. Biography shelves, shelves of source books in history, and volumes of speeches and orations will come into play here, to say nothing of costume books and the picture file.

A survey of library resources of the city or state makes an excellent project for older groups. Among the questions to be

kept in mind are: "How do country boys and girls get books to read? How many outlets for book distribution (branches, deposit stations) does the city library maintain and where are they? How are public libraries financed? How many school libraries are there and how many and what kind of books do they supply? In how many homes are there private libraries? How many pupils in this school have personal libraries? How does the state help local libraries? What private or institutional libraries are there, and what fields do they cover? May pupils use them? How much money is spent for books in our state, city or county?" If service and resources turn out to be inadequate, the survey should end with suggestions for library betterment. For this last, books and leaflets published by the American Library Association in connection with its library extension service should be available through the school library. Some state library agencies also issue useful pamphlets and statistical data. Write to your state library extension agency for up-to-date material, or see if it is available through the local public library. Another source for information is the U. S. Office of Education, Washington, D. C. Write for lists of publications on libraries—especially rural school libraries. Few cost more than 10 cents apiece.

Racial groups should have their day in the library. Jane Addams suggested long ago the values in exhibits of national handicrafts. Boys and girls ashamed of their racial inheritance suddenly found a reason to become proud of it when a bit of fabric woven by a hard-working mother or a carved design brought admiring glances from those who knew their value. In the library, such exhibits, preferably made up of objects brought by pupils from home, may be accompanied by posters and lists and by books of biography, fiction and travel which add to interest in and respect for the countries represented. For Negro children there will be exhibits featuring the contributions of Negro poets like Paul Laurence Dunbar and Countee Cullen, of song writers, of artists and essayists, singers and

actors. Books about Negroes who have achieved (Booker T. Washington) will be given a prominent place. If, through interested teachers, class reports, oral themes and like exercises can be based on the materials featured in the exhibits, so much the better. Another method of recognizing and interesting racial groups is to find members of such groups who can letter, and let them prepare library signs and slogans in their own languages.

Health surveys covering the local community are sometimes initiated by school groups. The library participates by providing books and leaflets on public health and sanitation, and pupils prepare reports, bibliographies and school editorials involving the use of these materials.

As representative additional activities which appear to be self-explanatory the following are suggested:

Exhibits of relics, costumes, implements, models of historic buildings, letters, cartoons, postcards and pictures.

Citizenship expressed in slogans, truths, quotations. Collected from library sources, made into posters, or otherwise shown in the library.

Preparing to celebrate national holidays, education week, et cetera, by looking up appropriate poems, pictures, speeches, plays and essays. Making bibliographies of the same for use by other members of the school.

Dramatizations of historic scenes, famous poems and the like.

Debates, mock courts, meetings of the city council, mock elections. Librarians and pupils work together to find the necessary factual materials.

Biographies and travel books read for background and factual material pertinent to the study of history or social problems.

Investigation of college catalogs, reading books on the value of a college education, and otherwise ascertaining facts essential to future education and vocational choice.

Compiling and exhibiting charts showing state, city or county officers, their qualifications, salaries, functions, *et al.*

Paper dolls simply dressed in crepe paper from costume designs found in the library may help to make historic characters or races and nations more vivid to history classes in the elementary school. (See *School Arts Magazine* 28:302, January, 1929.)

VOCATIONS AND GUIDANCE

These fields are not always combined in a single school department; and in smaller schools they may be approached as incidentals to subject matter instruction. They are treated under a separate heading in this book as a matter of convenience.

The publicizing of library materials in the fields of personal regimen, vocations, et cetera, is perhaps the most obvious way of approach here; and, as in most cases, the aid of the art department, of the journalism class and of the school paper will be invaluable. The librarian herself should not compile all the lists, write all the book reviews, or prepare all the posters. She will help pupils to do these things. But she must be cognizant of the ramifications of the subject and have up her sleeve catchy captions for materials on charm, poise, business etiquette, applying for a job, physical adequacy, beauty aids, good manners, overcoming personal handicaps, and all those other intimate and personal questions which are stirring in the minds of young people. It is partly because the questions are so delicate and personal that books and magazine articles can penetrate where oral advice fails.

If there is a guidance class, or the work is organized under a special director, the way to cooperation is obvious. Incidentally, it may be mentioned that since a part of the guidance

program is devoted to acquainting the pupil with his school, projects relating to library resources and use, library attendance and the like, may well be introduced. Lacking guidance classes, activities may be developed through other groups—English classes, self-government groups, service committees. The many books now available in this field can be used for ideas as to captions, displays and posters. (See titles listed in the Wilson Co. *Standard catalog for high school libraries* and the *Children's catalog* under headings such as "Etiquet" and "Conduct.")

Captions (some of them book titles) suggestive of posters, bibliographies, dramatizations and cartoons are listed herewith:

Etiquette, Jr.
Manners Can be Fun
R.S.V.P.
What Would You Do?
What's Wrong?

Personality Plus
To Whom It May Concern
Finding Yourself
Girls Who Did
That Heavy Date

Vocational bibliographies prepared by pupils are worth encouraging—both as devices for motivating instruction in bibliography making, and as a means of acquainting pupils with written material in fields in which they probably have a considerable degree of personal interest. Such bibliographies should not, of course, be assigned by the teacher or suggested by the librarian until pupils have had an opportunity to learn something of the art of bibliography making. Ideally, the class or group first goes to the library where the librarian exhibits books and tools in the vocational field, and gives necessary (and simple) details as to form of entry. Or the teacher or librarian carries out the same sort of instruction in the classroom, the most useful books having been brought in for purposes of introduction and demonstration.

Vocational reading and research. Pupils should learn early to go to the library for vocational information. The vocational guidance teacher may suggest and the librarian help implement with reading materials such theme topics or reports as:

How to Become an Engineer (or doctor, lawyer, bacteriologist, food expert, statistician, etc.)

Art Schools in the United States (or conservatories of music, schools of medicine, physical training, etc.)

How to Apply for a Job

Good Taste in Business Dress

Working Conditions in ——— Trade

Frequent exhibits of college catalogs, books on business ethics and the like will help to suggest vocational themes to teachers and pupils alike.

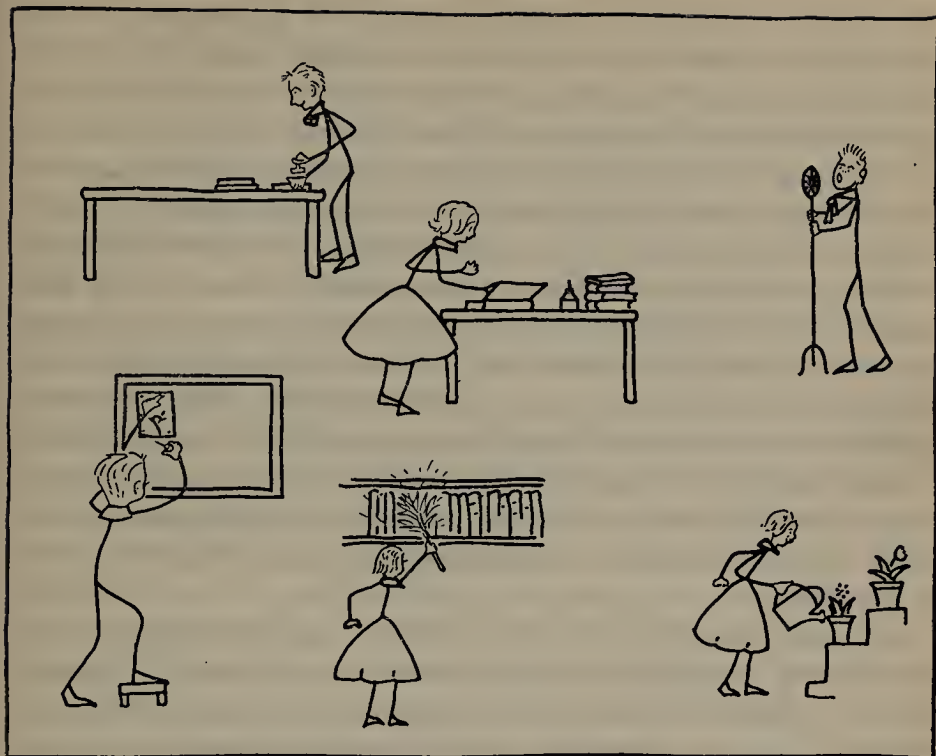
Exhibits accompanied by posters and books are made more effective if pupils are called upon to help publicize the career books shown. Exhibits of objects ranging all the way from a collection of minerals to a queer musical instrument aid in emphasizing vocational opportunities captioned as *Mineralogy Your Career?* *Wings for You?* *Singing Your Way.*

Auditorium programs dealing with particular occupations require much reading and reference activity in the library on the part of the performers. Typical of such programs is one on advertising in which topics like the following are featured: The History of Commercial Advertising; Advertising Methods in Use in the United States (e.g. journalistic, billboards, electrical and mechanical signs, correspondence); The Cost of Advertising; How Advertising Has Brought Us Art; Freak Advertising; Advertising in Other Countries. Besides aiding the performers to find material for their speeches, the library cooperates with the program committee in featuring books on poster design and sign painting as well as on advertising as a vocation. It also displays posters made by pupils illustrative of good form in advertising or of new typographical devices. Or the library itself may become the focus of an advertising project with pupils in commercial art carrying through a campaign of library publicity with appropriate posters on reading, library resources, library needs and the like. (See other publicity activities, p.40.)

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CHAPTER FIVE



LIBRARY CLUBS AND COMMITTEES

"A club is a voluntary organization of high school students built around a common interest, the motive power of which is generated from within. There is a consuming interest in some project or hobby leading to an activity lasting over a considerable period of time."¹

"The value or worth of the school club program will depend chiefly upon two criteria: (1) the service the club program renders the school, and (2) the service the clubs render the pupil."²

The above quotations set the stage for a brief excursion into

¹ Roemer, Joseph. "My ideal club." *Clearing House; Journal for Progressive Junior and Senior High Schools* 5:385, March, 1931.

² Allen, C. F. "Criteria for judging school clubs." *Clearing House; Journal for Progressive Junior and Senior High Schools* 5:386, March, 1931.

the field of school clubs, but they do not tell all the story. Like the school assembly, the club has rapidly changed from an educational appendage to a school essential. It has stepped from the ranks of the extracurricular to those of the curricular; it is planned for within the school program, definite periods during the school hours frequently being set aside for meetings; it covers a great variety of interests, thus paralleling the school curriculum, which is more elastic than of old, and adjusted to minds mechanical or commercial as well as to those academic; it acts as a laboratory for many classroom activities which in themselves do not include practical effort or interpretation; it promotes friendliness and informal relationships between pupils and faculty. We have it from the pupils themselves³ that it tends to develop high morale and social poise while at the same time offering relaxation and the cultivation of friendships.

In the library field, the terms "club" and "committee" are often used synonymously. Variants are "squad," "library service," "pupil library staff," "junior librarians," "library council." All are, however, forms of pupil organization constituted to engage in enterprises centering in the library, regardless of whether the undertakings are cultural, vocational, social or manual and utilitarian. As an aside it may be observed that to the extent the enterprises engaged in become wholly utilitarian in aim, they cease to be activities in the true educational sense. And right here is a danger point. For rather more than is realized, the library committee or club or service group is being exploited in professional literature, as well as in fact, as a method of providing custodianship of library materials at no expense to the community. Pupils paste and stamp, charge books and shelve them—all because the taxpayers are unwilling to underwrite effective library service and to provide the expert supervision of a librarian, both of which are the only guarantees that the work will function as a true educational project. This is not to overlook a modicum of educational value in routine, mechanical work when such

³ Blackburn, Lura, ed. *Our high school clubs*. Macmillan, 1928.

work is organized as a measure of social helpfulness. Nevertheless there is a pitfall here, and many schools are plunging into it. Safety lies only in a re-examination of educational aims.

Closely tied in with the above is the question of the recognition to be given for club or committee work. At least in the case of the club, the matter will largely be determined by the practice of the school in connection with other school clubs. Not infrequently, club meetings are scheduled at a regular period within the school day, and the work, being highly organized, is given academic credit. If, on the other hand, clubs and committees are considered to be extracurricular activities, formal rewards (if any) take shape in "honors"—membership in the club giving points towards a listing on the school honor roll or towards honor letters. There are, too, national honor societies, and a growing tendency to recognize through such organizations the pupil's participation in school citizenship and school service. Hence voluntary service rendered the library through clubs or committees, or individually, may well result in candidacy for membership in one of the national honor societies if the school has such an affiliation.

It is also interesting to note that in at least one state pupil library assistants have a state-wide library organization—The New Jersey School Libraries Council—which meets at the time the state teachers association meets. The suggestion has been made that a city-wide organization of the same sort might be useful.

With younger pupils, devices such as badges (a yellow celluloid button with "library service" printed upon it has been used), armbands and the like may prove useful. Here visible evidence of responsibility assumed, or of membership, goes a long way.

The question of formal recognition for work done has in many minds a direct relationship to time spent. But from the point of view of the present writer emphasis upon this point should be minimized. It is the spirit in which the enterprise is undertaken and the efficiency with which it is carried out that chiefly matter. Many a library committee member gladly

spends one period daily during school hours in the library, and adds an after- or before-school period when he can. Rather more than in the case of the club where the time demanded is naturally limited by its meeting period and preparation for appearance on the program, the committee member must expect to devote to the library regular periods several times a week. There is too much to be learned in the way of routines and crafts to make a one period per week schedule feasible. Three periods should probably be a minimum.

According to good judgment and the practice of the school, then, the library displays honor rolls or membership lists, making a special point of library club or committee membership and pointing out to teachers, advisers, deans and pupils themselves opportunities for helpfulness and self-culture within the library. It should not be forgotten that, with or without formal honors or academic credit, it is not at all difficult to create a situation in which the librarian is pursued by groups of students and individuals keen to participate in library "jobs" just for the fun of it, or as a means of demonstrating their cooperativeness and good citizenship.⁴

But to return to the question of terminology; that is, to the identification of library activities as "clubs" and "committees." Much of the literature, as before mentioned, makes no distinction between these forms of organization. But since in the same school one may find a club *and* a committee, or a club with a library service committee or squad attached, it appears that the librarians concerned are in effect attempting a classification of activities.

In the practice of these librarians, **the library club** is organized like any school club of a nonadministrative sort. There are no special qualifications for membership other than the pupil's interest. The club operates under a constitution (sometimes unwritten) and bylaws providing rules of procedure and the usual complement of officers and committees: a president and a vice-president, a secretary, a treasurer, a program com-

⁴Fargo, L. F. *The library in the school*. 2d ed. A.L.A., 1933, p.79-80.
— Marian-Martha. Dodd, 1936, p.1-24.

mittee. Its activities center in its meetings and in more or less formal programs given in the auditorium or in the homes of its members. If it carries on utilitarian projects (charging books, mending, filing, shelving, etc.) it does so through a committee. It does not engage in policy-making for the library, or in the enactment of library rules. It operates independently of student government groups and of the student council. Its primary concern is the entertainment and enlightenment of its members, the encouragement of reading, the pursuit of enterprises literary or bookish which have cultural value and lead to wider appreciations. It stimulates school loyalty, provides an outlet for pupil enthusiasm, develops leadership, and does its bit to brighten and vitalize the intellectual life of the school.

The library service committee, sometimes known as "the library squad" or simply as "library service" is, in contrast, a group organized along administrative lines which works first of all to accomplish certain practical ends such as direct aid in library processes like circulation and book repair, and the encouragement of good citizenship in the library; and secondly to provide a limited amount of pre-vocational training and experience. In connection with the latter aim, classes in library technique may be set up, with academic credit for satisfactory accomplishment. Membership is limited to pupils elected or appointed as homeroom or student council representatives, to individuals known to have a definite vocational interest in library work, or to others who can meet certain qualifications in the way of scholarship, special aptitudes and personality.

While in actual practice, as has been said, the borderlines between what we have designated as library clubs (nonadministrative groups) and library service committees (with administrative functions)⁵ is not always clear, it has seemed wise in

⁵ In their book, *Basic student activities* (Silver, 1935), Roemer, Allen, and Yarnell make a similar distinction when discussing school clubs—with this difference, however: instead of clubs and committees, both are lumped together as clubs, and then subdivided as administrative and nonadministrative clubs according to the nature of their programs.

presenting projects and enterprises to allocate them according to this classification. We begin with clubs.

CLUBS

The form of organization of the library club has been outlined. But out of experience and good judgment emerge certain cautions which may well be passed on to the novice in school club organization.

There is the problem of the "joiner." In every school there are pupils who tie up with as many organizations as possible because it tickles their pride to see their names on the membership roll, or because, like certain adults, they are perennial "joiners." Against such individuals it is well for the librarian who sponsors a library club to set up rather definite safeguards.

First of all, there may be a numerical limitation of twenty-five to thirty, the size of group which seems to be rather generally agreed upon in school circles as a good working unit. If it is the custom of the school annually to present each pupil with a list of organizations from which he may select for himself a limited number, that in itself helps, for pupils presumably choose with reference to real interests, and with the advice of teachers and counselors. Once enrolled in a club, it is clearly understood that continued membership depends upon demonstrated willingness to participate in programs, activities and responsibilities, and upon promptness and faithfulness in attendance.

It will be well for the sponsor of the library club to do some unobtrusive steering, especially at the outset, to the end that the nominating committee slate may be made up of real workers and leaders. If, at the end of the year, each officer reports upon the duties of his office, on work accomplished, and upon ideas for the coming year, it should lead to the continued wise choice of leaders.

Within the club itself there are a number of committees. In addition to the usual program committee, the following are some that have been suggested (also see Bennett, Wilma. *The student library assistant*. Wilson, 1933, p.226-31):

Correspondence committee—to correspond with other library and book clubs or foreign groups.

Room committee—to care for plants and flowers, and help in other ways to make the library a place of good cheer.

New books committee—to publicize library acquisitions by means of reviews, book notes, etc.

Exhibit and bulletin board committee—to arrange for displays and exhibits.

Art committee—to themselves produce, or have produced, signs, posters, cartoons and the like.

Radio committee—to take charge of radio publicity, announcing worthwhile programs, etc.

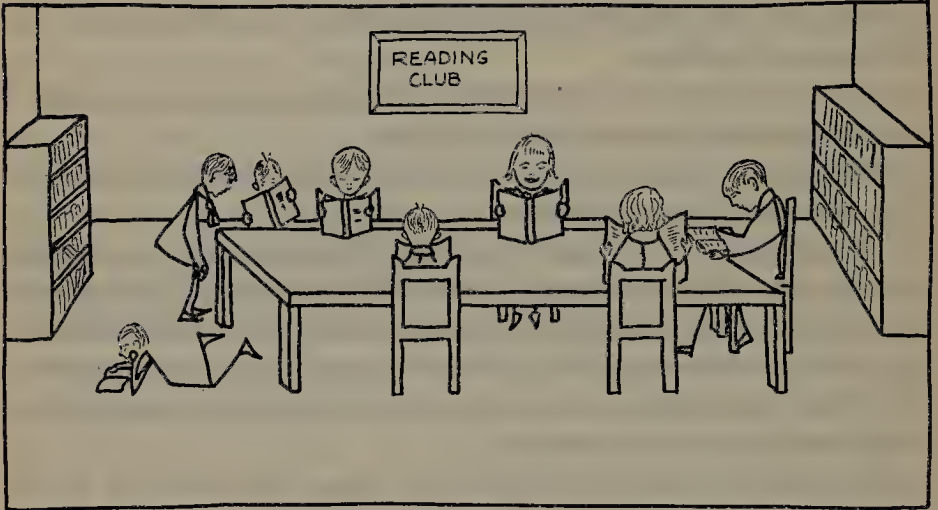
The above list is suggestive only. Reference to the activities for library clubs proposed below will suggest still other committees, or the realignment of committees and their duties to suit local situations. That club will probably be most successful in which everybody is on some sort of a working committee—with emphasis upon *working*.

The function of the librarian in connection with the library club is that of guidance. She should be very much there, but not obtrusively present. She should not attempt to keep the club going after interest has definitely begun to lag. Either the club should be killed and something else started in its place, or search should be made for an entirely new type of program.

The club travels on its program, which should of course be planned in advance, and with an effort at continuity. Time and ingenuity spent there bring results as at no other point. The study of local situations and pupil backgrounds has much to do with success in club leadership. This is outstandingly true of reading clubs. The program must begin where pupils are—though presumably it will not stay there! Also, definite attention should be given to the type of club; whether it has any prevocational aim, is merely bookish, or is to take over definite library duties. In the last case, perhaps it should not be designated as a club at all, but rather as a library service committee, or squad, or even a library class. (See discussion preceding.)

WITHDRAWN

It is good practice to choose names for clubs suggestive of their central interest, and names for officers suggestive of functions. If a Flyers Club may have a Pilot, a Navigator and a Mechanic, certainly a Library Club may have a Chief Librarian, a Reader's Adviser, a Publicity Staff.



But what can a library club really do? Here are the answers to the question as given by many librarians:

Reading clubs may be made up of small groups of boys and girls—twenty is enough—who voluntarily signify their desire to join. Good citizenship, appreciation and care of books, love of reading and desire for improvement, rather than school grades, I.Q.'s and the like are among the qualifications for membership. Starting as school organizations sponsored by teachers or librarians, they sometimes develop into community children's reading clubs sponsored by parents, and meeting after school in homes. As in the case of similar clubs for adults, success will depend upon keeping the programs informal, and planning for much discussion of the numbers on the program such as poems read or recited, excerpts from favorite books read aloud, reports on magazine articles and the like. Poetry clubs, play-reading clubs and other groups organized around

special interests are excellent for older pupils. It is a question how many, if any, the library should itself sponsor. But members of all reading clubs should look to the library for program suggestions, books to read, and talks about books—for which the librarian visits the club as a guest. Useful suggestions for organizing and maintaining clubs of elementary pupils may be found in: *Reading and the School Library* 3:153-54; 203-04, March-April, May-June, 1937. Literary clubs and their programs are treated at length in books dealing with school activities. (See bibliography, p.26.)

Literary scrapbooks made up by pupils may be encouraged. They are a device for stimulating reading and things bookish. They may well be exhibited. But unless a careful teacher or the librarian has been on hand at all points to help sort the wheat from the chaff, such books should rarely be preserved and filed for use by other pupils. They lack the selectivity which should characterize library materials.

One angle of the making of scrapbooks which should be borne in mind by the librarian is the danger that they may lead to the mutilation of books and periodicals. In at least one city the Superintendent of Schools has decreed that illustrations clipped from publications may not be accepted by teachers when such illustrations appear in pupil notebooks or scrapbooks.

A library scrapbook may be made. One such scrapbook is an annual affair in which are collected clippings, programs, photographs, accounts of library activities, extracts from statistical reports, and the like. It is a source history of the library. Another scrapbook has as its objective the publicizing of the library. The materials may be much the same as the above, but with more emphasis upon publicity values. The American Library Association has for many years encouraged the making of such scrapbooks to be used as traveling exhibits of school library activities, equipment and the like. Local or state uses will suggest themselves. Perhaps the state library association

is fostering a similar exhibit; the scrapbooks may be displayed at the annual Open House or Patrons Night in the school; or the book may make up a part of a library exhibit at the county fair. Pupils must always be cautioned to record the *date* of each item by penciling it in the margin when clipped.

Picture maps may be made. A student may draw the necessary outline map, or an automobile road map such as those given out at gas stations may be used. On this are to be located, by means of small drawings or cutouts, places of literary or historical interest. Since many such maps covering state or national areas are to be had ready-made (listed in *Standard catalog for high school libraries* under 700), it will probably be better to choose a local area, places of interest being discovered through books and clippings on local history supplemented by personal investigation.

Faculty reading hobbies. Ask members of the faculty to speak on their favorite books, or authors, or lines of reading. The club follows this up by preparing exhibits of the books, or a poster listing faculty favorites.

Bookplates and bookmarks are natural projects for art students. But many a club member enjoys trying his hand at designing his own bookplate; and still more pupils will be interested in collecting them. Markers can be made from as simple materials as a strip of cardboard decorated with a verse, or with a design cut from wallpaper. When dealing with bookmarks the opportunity should not be lost for suggesting them as substitutes for turned-down pages.

As a method of stimulating gifts to the library, the club may sponsor or pay for a memorial bookplate designed by a professional artist. Such a plate should be printed in two forms: one with space for the donor's name and likewise the name of the person honored; the other with space only for the name of the person in whose memory the book is given. Through local and school papers the club seeks publicity for the book-

plate and its artist. A feature article (illustrated with the plate itself) gives names of books already presented and their donors. To avoid unsuitable gifts, much publicity is given to wanted titles. (See also p.189.) Folders describing the plan are distributed, especially to organizations like the Rotary Club which



may like to present books in honor of deceased members, particularly if the volumes are in line with a hobby of the person honored.

A library membership drive is a good example of a social or community service in which a library club may engage. Not all pupils go to the public library; many have never provided themselves with cards. An energetic campaign staged by the library club might accomplish much. It would perhaps begin with a survey to ascertain how many or what pupils do not make use of the public library. The follow-up program would include auditorium talks, publicity about the library in the school paper, the display of posters. Perhaps the public librarian is invited to come to the school and talk about library opportunities. Cooperating with the public library, application cards are secured and distributed. A special point is made of personally introducing to the library friends and classmates

who for one reason or another have never been there—or at least not for any very serious purpose.

A "Now and Then Exhibit" made up of old and new editions of favorite books makes a good project, since it is an admirable way of getting over to pupils the significance of editions. A variation of this project would be the collecting, by club members, of varied, but not necessarily old, editions of favorite books.

The favorite books of local celebrities may be ascertained through interviews or courteous letters written by club members and directed to the people in question. When the replies come, they may be posted in the library and summarized in a list. If possible, the books mentioned should be displayed along with the letters. The most interesting letters should later be published.

"Local Literary News" is a mimeographed publication setting forth items concerning local authors, literary shrines, celebrations, publications and the like. Or it may be a section of the bulletin board used for the same purpose.

The Play's the Thing. A club committee is made responsible for following in the daily papers announcements of movies or stage plays which are to appear locally. Reviews of these plays are then looked up in the *Wilson Motion Picture Review Digest* (presumably available at the public library) or other sources. On the basis of such information, worthwhile plays are picked for bulletin board features. On the board are mounted reviews, lists of books relating to the characters, time or locale, stills if they are available. If the school has a drama club, this enterprise may be a better activity for them than for the library club. It has obvious values, both for the pupils participating, and for the school at large.

An author's birthday calendar is made by reference to some convenient list of birthdays. It should be a wall calendar, and

include for each birthday, if possible, a picture of the author together with a list of his writings, and references to reading material about him. The name of a pupil who is scheduled to report to the club on the author follows; or perhaps a more ambitious program is indicated. The making of the calendar, and the preparation of the reading lists and programs is the work of a club committee cooperating with the librarian.

The choice of books for a browsing corner is an activity well suited to a library club. While pupils may be asked to make any suggestions they choose, it will probably be best to provide them with a variety of books to read and evaluate for the purpose—or at least with a list of titles which can be found in the local public library or book store if not in the school library. Lists such as the New York Public Library's annual *Books for young people*, Jean C. Roos's *What shall we read next* (Reading for Background, No. 2. Wilson, 1935) will be useful here, as well as similar lists issued by the school and the local public library.

The making of a book is a subject around which may center a whole year of programs, projects, and exhibitions, to say nothing of visits to publishing plants—and possible talks by authors and editors who tell how they do their part. Such a program puts to use library resources on the history of the book, publishers and publishing, writing as a vocation, book illustration and the like. It should bring rich returns to the library in the way of exhibits in these various fields devised and arranged by club members. Auditorium programs may result too, such as a series of tableaux based on the Library of Congress paintings on the making of the book, or perhaps a suitable film. (See list of films, p.197-98.)

In investigating the physical make-up of a book (i.e., how it is manufactured) it is well to secure an old book and have pupils take it apart, discovering for themselves its sections, sewing, backing and the rest. Titles appropriate for reading in connection with such enterprises are:

- DRINKWATER, JOHN. Outline of literature. Putnam, 1931, p.15-36.
HITCHCOCK, F. H. Building of a book. 2nd ed. Bowker, 1929.
GARDNER, HELEN. Understanding the arts. Harcourt, 1932, p.243-71.
The making of a book. Scribner (gratis).
MARSHAK, I. I. Black on white. Lippincott, 1932.
WINSLOW, L. L. Elementary industrial arts. Macmillan, 1922, p.1-49.

Films mentioned elsewhere (see p.197) having to do with the history and process of bookmaking may also be used.

Closely allied to the study of book manufacture as suggested above is the actual making of a book by the group concerned. This may involve the organization of a notebook, such as student notes on library craft instruction given by the librarian, or the collection and organization of a group of favorite poems or essays. Pupils bind the volume (a pamphlet binding may be used if binding is not taught in the school) dividing it into chapters with appropriate headings. They also prepare for it a title page, a dedication, a preface, a table of contents, an index.

Visits to libraries, publishing houses, newspapers, binderies and other institutions connected with books and libraries. Reading in advance about the institutions or crafts to be investigated should be encouraged.

Imaginary visits to places famous in literary history. A program or programs to be illustrated with pictures, post cards, slides and films and with a possible dramatization of an appropriate event or of the visit itself. This dramatization should be the work of the pupils themselves, both in the writing and the acting.

Wild Animals in Literature might provide material for several programs—especially if the club numbers boys in its membership (see p.138-41). "*Airplanes in Literature*" may be treated similarly; *We, North to the Orient* and *Last flight* come to mind as titles sure to be featured in club programs.

All About Libraries and Librarians is a series of club programs covering such topics as the local public library and its departments, special libraries, the qualifications and education of the library staff. The formal programs should be interspersed with visits to various library departments, to collections of rare books, etc. The local librarian may talk on "Queer People and Queer Questions" (reference work), or some equally intriguing topic. "Stacks and Stacks of Books" would include a glimpse of the book stacks of a large library and investigation of air conditioning and other methods for the preservation of books. "How Rural Children Get Their Books" might include a visit to the county library as the bookmobile is leaving.

Commercial book clubs. This is an interesting program topic. Pupils look up and report on such clubs as The Literary Guild, The Junior Literary Guild, The Catholic Book Club, The Book-of-the-Month Club, The Religious Book Club, and others. The names of clubs and lists of their monthly choices appear from time to time in the advertising pages of periodicals and in book reviewing publications like the *New York Herald Tribune Books*.

A file of social games, stunts and entertainment is always useful in the library to supplement books about which the complaint comes to be, "But we've done all those things." The collection of this file material seems to be a particularly good field of endeavor for the club, for the sources are the ones commonly found in pupil's homes—women's magazines and magazines written particularly for boys and girls. Then too, the choice of such material for clipping does not involve the adult sort of judgment required when more important factual items are being sought. Here is a field where the pupil is as well or better qualified to judge than the librarian!

A reading survey is not infrequently undertaken by librarians or teachers, but there is no reason why a group of pupils should not themselves survey the reading of the school community

and attempt to better it. In fact, there is reason to think club members might collect more accurate information along this line than the librarian. The investigation would follow many of the techniques used by adults—questionnaires, interviews, the listing of best liked books and of periodicals most frequently read. The librarian would take a hand in the compilation of questions to be asked, or would suggest interview questions or questionnaire forms which might be followed or adapted. But club members would be responsible for actually carrying out the project, compiling the results, and giving them publicity. Together with the librarian, they would follow up the investigation by helping to prepare lists covering special interests, individual or otherwise, that they had unearthed, and by putting on a campaign of publicity, auditorium programs and the like to encourage the reading of worthwhile books and magazines.

Book ladders. Capitalize on the idea that one thing leads to another. Have club members compile brief lists under such heads as "If you have read this, you will probably like" Have lists posted or inserted in the books concerned.

Social meetings such as teas may feature speakers from the outside, the showing of book films, the giving of book plays. These may be open meetings, attended by parents or school-mates.

Book crafts—binding, illustration, and the like. Taught by the librarian or art teacher or other competent person and engaged in by the club. (See Index under Book crafts.)

Writing slogans or mottoes for the library and cooperating with the art department in getting them lettered for posting in halls, homerooms, and the library itself.

Suggestions for minor activities, programs and activities most of which are more fully developed in this book under other headings:

Organize a *speakers bureau* to furnish speakers on books, reading, library ethics, and the like, in homerooms, churches, English classes, Parent-Teachers meetings and other appropriate places. *Furnish and arrange flowers and plants.* (See also p.53.) Emphasize the *earn-a-book* idea. Have reports on how books have been earned. (See also p.25-26.) Encourage *personal libraries*. Emphasize selectivity and suggest discarding or giving away volumes no longer of personal significance. (See further under *Personal Libraries*, and *Exhibits*.) Reports on, or investigation of, such topics as "*Books my Parents Love*," "*What Grandfather and Grandmother Liked to Read*." These may be made the basis for exhibits in the library in which parents participate. A variation of this project substitutes old magazines for books. (See also p.174 and list of theme topics, p.47-48.) Make a *study of book-reviewing sources* of interest and value to pupils. Encourage *participation in library book buying* by the club. Have members read, review and recommend new books. Plan for special days *celebrations and auditorium programs* which feature books, poems, plays, literary history and the like. Encourage the *books-as-gifts idea*. Study what should enter into the choice of books for other people: compile a list of "do's" and "don'ts" on the subject.

LIBRARY SERVICE COMMITTEES

Perhaps in no particular does the library service committee or squad differ more essentially from the club than in its formal organization—or lack of it. If the school has a well-planned social program, "library service" is apt to be one of many services carried out under the aegis of the student council or the student self-government league; or, as previously suggested, it may be one aspect of a club program. In a school where, on the other hand, social enterprises are more or less hit-or-miss, the library squad may merely be a self-appointed or librarian-appointed group of monitors or aides.

There is of course more to be said concerning the precise setup of the library committee in differing situations. But first let us make sure as to its function.

Considerably more than the club, which inclines towards the cultural and literary, the library service group emphasizes helpfulness to the school community and some measure of pre-vocational training. Whatever comes to its members in the way of broader culture, wider appreciations and the habit of

reading—and, let there be no mistake, much does come—is chiefly a by-product. For the main objectives for the library squad or committee are the carrying out of administrative duties, and the performance of semiprofessional or clerical tasks under the supervision of the librarian. Illustrative of administrative duties are: determining and enforcing rules for library behavior, securing and scheduling library aides or monitors or both for each period of the school day, consulting with the librarian and homeroom groups about library policies, and helping to carry them out. On the side of semiprofessional tasks are: learning how to label books and actually labeling them, assisting less experienced pupils in simple reference problems, checking and filing magazines. In connection with these semiprofessional or clerical tasks, some measure of training is obviously implied; hence the organization in some schools of library instruction courses with academic credit and a limited amount of prevocational training.

And now, how does a library committee come into existence? How may it be organized?

There are several types of organization, two or more of which may coexist in the same school. Considered separately they are: (1) the volunteer group; (2) a committee appointed by the library club—or the club acting as a committee of the whole; (3) the librarian- and teacher-selected group; (4) a committee made up of homeroom representatives; (5) a committee or council representing special interest groups or departments; (6) a library board, committee or council elected by the school at large; (7) a board or committee operating under the authority of the student council or the pupil self-government board; (8) the library crafts class.

In the second paragraph below we proceed to a more detailed discussion of these eight types of organization. But, in passing, a growing tendency should be noted. This is the tendency to emphasize selectivity in connection with the personnel of the library committee, no matter what the basis of organization. In better schools a considerable degree of such selectivity comes about normally through the conscious attempts of the school

staff to locate and encourage special talent and special interests. All pupils sign up at the beginning of the year for activities for which they have a natural predilection; and these predilections are checked and talked over with counselors and faculty members, the pupil thus being given unobtrusive but effective guidance. There are other methods also. Where the personnel of the library committee is concerned, some schools have gone so far as to set up a competitive examination. More often the requirement is made that the names of all nominees must be submitted in advance to faculty advisors, the school office and/or the librarian. At the same time it is explained that the policy of the school requires student officers to meet certain standards of service and of personality, and perhaps of scholarship. Among these standards are honesty, loyalty, leadership, consideration, cooperativeness. In some cases limitation is made to upper class membership; but this may have its disadvantages.

So much for the matter of selectivity. Let us return to our eight types of organization.

(1) *The volunteer group.* It has been stated before that in all schools there are to be found boys and girls for whom a library has such fascination that they gladly volunteer their services in aid of the librarian.⁶ Their status in the library is more or less that of apprentices; they learn by doing, and by virtue of such scattered instruction as the librarian can find time to give. They help with the charging and discharging of books, answer telephones, run errands, paste book pockets, shelve books—in short, carry the odd jobs of the library and some of its routine clerical ones, picking up book knowledge by the way and getting a valuable introduction to library processes.

As a special method of providing the librarian in advance with some clues as to the fitness of would-be volunteers for the tasks they wish to assume, it is possible to have them file application forms patterned after those used by professional agencies in connection with candidates for actual positions. The forms may include lists of traits to be checked, and a blank

⁶ Fargo, L. F. Marian-Martha. Dodd, 1936, p.1-14.

space for the names of references (teachers and vocational counselors). This plan is particularly excellent because it affords the pupil valuable experience in formally applying for a job, besides providing the librarian with useful information and adding an air of dignity to the entire proceeding. It should be widely used.

(2) *A committee appointed by the library club*—or the club acting as a committee of the whole. (See p.78.) The activities carried by such a group are akin to those enumerated for the volunteer group. But by virtue of the club association with its emphasis upon literary and cultural activities, committee members may acquire a broader background.

(3) *The librarian- and teacher-selected group.*⁷ The following is a typical plan as outlined by Mrs. G. W. Bowen, a junior high school librarian.⁸ The group is known as "Junior Librarians":

In September, home room advisers submit a list of pupils recommended as library aides. Qualifications stressed . . . include: satisfactory scholarship, high sense of responsibility, familiarity with good books, and well-developed reading habits. Each subject teacher is then asked to pass judgment on the boys and girls whom he has taught, and the final list of aides is composed of those who not only possess the foregoing qualifications but can afford to be absent from subject class one period a week. . . . As a result of the highly selective process by which a group of thirty-five pupils is secured from a possible nine hundred or more, those boys and girls only are chosen who are thoroughly dependable and able to do detail work. Following the selection of nominees . . . each boy and girl is . . . given the opportunity of accepting or declining.

The major problem . . . is that of continuity, as it is essential that the majority assisting the librarian be boys and girls with experience and with ability to help train new pupils who are added to the list. This need is met by choosing pupils from low-eighth, high-eighth, low-ninth, and high-ninth, so that there will always be a nucleus of trained assistants in June to help beginners the following September.

⁷ See McQuillen, Letitia. "The student helper in the school library." In Wilson, Martha. *School library experience*. 2d ser. Wilson, 1932, p.195-201.

⁸ *Reading and the School Library* 1:11-12; 46, February, 1935.

At the first meeting of the Junior Librarians, a chairman is elected and committees are appointed

for special tasks. Pupils do routine work according to a definite schedule. Special recognition for work as a Junior Librarian is given through a grade in citizenship entered on the pupil's report card, and through a school monogram awarded for satisfactory service in the library.

(4) *A committee or squad made up of homeroom representatives.* One pupil is elected as a library representative from each room. Officers chosen from this group serve as an executive committee which discusses policies and programs, presents them to the committee or squad, and makes suggestions to the librarian. The squad acts as a medium of communication between the homeroom and the library. Members make necessary announcements, follow up overdues and fines through homerooms.⁹ For service within the library, the squad may be organized into a staff with offices such as Chief of Staff, Head of Fiction, Head of Nonfiction, Head of Periodicals, Reserve Book Head, Head of Circulation Desk. Duties are clerical or mechanical and are performed under the direction of the librarian with or without formal instruction.

(5) *A committee or council representing special interest groups or departments.* Some school librarians believe that special interest groups such as the band, the dramatic club, and the radio club furnish a better basis for representation on the library committee than do homerooms or classes. There is something to be said also for departmental representation; that is, the appointment of members to represent English classes, art classes, science classes and others. Under either of the above arrangements closer coopération might be maintained between the groups concerned and the library than would otherwise happen, and activities for committee members might be planned at least partially with this in view.¹⁰ (See further Chapter IV.)

⁹ Fargo, L. F. *The library in the school*. 2d ed. A. L. A., 1933, p.379-80.

¹⁰ Hurley, R. J. "Youth speaks in the library council." *Library Journal* 62:36ff., January 1, 1937.

(6) *A library board, committee or council elected by the school at large.* This should not be confused with the general self-government board of the school or with the student council. It is an independent body, elected directly by the student group, and may exist in a school where there is no general plan of self-government or pupil participation in school management.

An elective board of this type inclines more to administrative enterprises than to library processes and routines. This is natural; for members are selected because they are leaders rather than because of vocational aptitude. They set up rules for library conduct and enforce them. They take charge of attendance checking and seating arrangements if necessary. They counsel with the librarian concerning library policies and publicity and help to carry out the policies and publicity agreed upon. They probably sit as a court for the trial of offenders against library discipline.

As in all cases where students assume responsibilities which normally reside in the constituted officers of school administration (the principal and the librarian when it is the library board that is under consideration) care must be exercised to see that the board clearly understands the boundaries of its authority; i.e., the members may decide upon the rules essential to a high grade of community living in the library and may enforce such rules to the extent of denying pupils library privileges for reasonable lengths of time. But in cases of theft or moral turpitude which might involve suspension from school, the library board should probably be limited to recommending to the librarian or the principal that severe punishment be imposed—or to recommending leniency if after careful investigation leniency appears to be indicated.

Again, in matters of library administration such as the assessment of fines and damages or determination of hours the library shall be open, the board should understand that while the librarian will ask for and appreciate advice and suggestions, the final decision must rest with her since she is personally responsible to the principal and to the school system

at large. In order to avoid misunderstandings, the principal sometimes grants the board a charter clearly setting forth functions and limitations.

It is no doubt because of apparently inevitable limitations that many schoolmen and many librarians prefer a system of pupil participation to out-and-out self-government.

(7) *A board or committee operating under the authority of the student council or pupil self-government board.* This arrangement presupposes a high degree of social organization in the school at large, for the library committee is appointed by and derives its authority from the constituted student government group or general student council. Once again activities are chiefly administrative and disciplinary and follow the lines indicated under type (6) above, except that offenders are tried, not by the library committee, but by the student council or one of its committees sitting as a court.

Because under this form of organization the library committee is appointed and not elected, there is greater assurance that special fitness may be taken into account, for it is customary for the appointing body to ask for suggestions from counselors, teachers, and librarian. Bearing this in mind, activities may be broadened to include enterprises of a prevocational nature. If there happens to be a flourishing library club, appointments may even be restricted to members of the club, whereupon club activities and library committee enterprises tend to coalesce and become richer on both sides.

(8) *The prevocational or library crafts class.* Strictly speaking, this is not in itself an "activity" any more than a class in typewriting is an activity in the school sense. Moreover, as a method of organizing and training pupil helpers the class should be undertaken with great circumspection, especially when it involves setting up a rather complete "course" with academic credit amounting to more than half a point. One reason is that there is always a question whether, in the usual school situation with a professional library staff of but one or two, a librarian can afford to give the necessary time to a limited group. Another objection is that the course can at best offer little more

than rather superficial apprentice training. It fits the pupil only to carry out minor routines in the school library. Unless its essentially introductory and prevocational nature is consistently emphasized, it leads to misconceptions. It in no sense prepares for professional librarianship.

On the other hand, if pupil groups are to be taken into the library for the immediate purpose of participating in clerical and mechanical routines, and the ultimate purpose of providing an introduction to librarianship and to things bookish, time may be saved by placing instruction on an organized basis, with or without academic credit. However, it is not the purpose here either to outline appropriate instruction or to provide the necessary text or workbook. The processes to be taught are library crafts concerning which adequate textbook material is available elsewhere. A very complete text and workbook is *The student library assistant* by Wilma Bennett (Wilson, 1933). Other useful titles are listed on p.108-09. Incidentally it may be noted that the prevocational course begins with or is based upon the instruction in library use offered to all pupils. On the whole, it seems more in line with the educational theory behind the true activity, as well as with the average school situation, to organize instruction in library crafts only at the point where pupils recognize the need for it rather than to foster an apprentice course as an end in itself.

With this we come to the end of our discussion of types of organization for the library service committee. Incidental to that discussion, many specific activities have been mentioned. Outside of enterprises relating to the library esprit de corps, publicizing the library, making and enforcing rules and checking attendance, it is obvious that the undertakings of the library committee are chiefly in the realms of library crafts. They are centered in the clerical and mechanical processes of the library with occasional essays into the field of elementary reference and bibliography. Among activities not specifically mentioned previously are: filing; reading shelves; collating and otherwise caring for magazines, including placing them in protective covers or binders; issuing reserve books; taking charge

of loans to classrooms and delivering them by hand or with the aid of a book truck; publishing or causing to be published rules for library conduct; making speeches in homerooms or the auditorium tending to encourage library use and esprit de corps; carrying out similar aims through articles and edi-



torials in the school paper; looking after various items of library housekeeping such as caring for plants and flowers; keeping chairs, catalog files, pamphlet cases and cupboards in order; helping to prepare exhibits. There follow below a number of enterprises described in more detail:

Collection of overdue and fines. Besides assisting with the usual library routines (typing overdue notices, distributing them) and helping to build a keen sense of fair play in the matter of fines and overdue, pupils may participate in or organize a system for the actual collection of books and fines. This is usually done through library representatives in homerooms who are presented each morning with lists of the delinquents in their rooms and proceed to round them up personally. A prize is offered the homeroom having the best record.¹¹

¹¹ Fargo, L. F. *The library in the school*. 2d ed. A.L.A., 1933, p.379-80.
Ingles, May. "Pupil participation in the handling of overdue and fine notices." *Libraries* 34: 463-66, March, 1929.

Circulation of books through the classroom. Books are taken to the classroom by a member of the library committee. The bookcards are already dated. If a pupil desires to borrow a book for home reading, he simply signs the card, which is removed from the pocket by the library assistant (i.e., the committee member) and returned to the library where it is filed with other circulation. This is an excellent plan where supervised study is the rule, for it brings to the classroom a continuous supply of new material rather than leaving on its shelves a static collection of books.

The mutilation of books and other library materials is always at hand for pupil committees to cudgel their brains over. Here are two methods of attacking it: (a) Exhibit a few "horrible examples" of mutilated volumes side by side with others still in good condition after years of service. Simultaneously with the exhibit, have articles written by committee members appear in the school paper decrying the abuse of books. (b) Speeches are made in homerooms or the auditorium by members of the library committee. A mutilated book is used for purposes of illustration. Significant items for such speeches are: statistics covering missing books; types of mutilation; cost of replacement or rebinding; cost of photostating missing or mutilated pages; budget item for replacement which might be spent for new books; sense of responsibility for care of public property; increasing taxes by carelessness. (See further, p.34-35.)

Clippings. Every excellent library maintains a clippings file, and there have appeared in print many articles telling how pupils may help to build one up.

It is true that boys and girls may be taught to do useful work in connection with such a file. But good judgment is required to decide just what aspects of a clipping project may be turned over to them, even under supervision. With possible brilliant exceptions in the case of high school students, pupils do not have the judgment essential to choosing the really worthwhile in the mass of material appearing in newspapers

and periodicals. Nor are they in a position to know whether better material is available elsewhere. The librarian must decide such points, and can seldom delegate the job.

But once magazine or newspaper articles have been marked by the librarian for clipping, pupils may be taught to do the actual cutting and mounting, and to pencil date and source in the margin. Again the librarian must intervene to supply appropriate subject headings, but pupils may type or letter these on the mounts, or wherever indicated, apply the ownership stamp, and otherwise prepare items for filing. If the librarian has the time and the pupil group is organized as an instructional unit, the filing of the clippings may be taught. But ordinarily it is better left to professional assistants.

A clipping bureau organized for the collection of purely local material perhaps comes nearest to being an exception to the rule that the librarian should indicate what is to be clipped. Given adequate instruction as to the kind of items to look for—pictures, items about local celebrities, local history, important industries, social and educational agencies, literary and cultural shrines, city planning, famous buildings, famous works of art—pupils may be asked to bring in whatever they can find. For here it is not so apt to be a question of the duplication of better material, but rather one of finding any material at all. The usual precautions must of course be taken to prevent the mutilation of valuable publications, and pupils must be instructed to exercise care in the actual process of clipping, i.e., to leave sufficient margins, to note source and date. A form for the required notation should be given out. It should be understood that each item clipped is to be turned over to the librarian for evaluation and possible discarding. If the clipping is acceptable, it may be mounted or otherwise cared for as above under the direction of the librarian, who must also be responsible for its classification or subject heading.

Pamphlets and vertical file materials other than clippings offer additional opportunities for many sorts of pupil activity.

They must be protected with binders, mounted, sewed, labeled. Under supervision, and with adequate instruction, groups of pupils may do valuable work here. It should be limited, however, to craft aspects. While pupils may be encouraged to bring in to the librarian anything in the way of a pamphlet which they think may be useful, final choice must be made by the librarian in the light of general desirability and possible duplication of material already on hand. The practice of having pupils write letters soliciting such material is also objectionable. Libraries are realizing that business firms and other organizations must soon refuse all comers if deluged with miscellaneous requests for free material, the validity of which requests they have no way of checking. On the other hand, pupils may assist in typing and filling in request forms sent out in the name of the library, including the forms used when the library is a subscriber to the *Wilson Vertical File Service*.¹² In passing it should be noted that since this tool is sold on a service basis (i.e., the price is adjusted according to the size of the library) few libraries should be without it. A far wider range of inexpensive and free material flows into the library at small cost than can be hoped for under any volunteer system.

Among crafts that pupils may carry out are the following:

Thin pamphlets or magazine articles a few pages in length that need sewing, may be stitched with a long stitch on ordinary sewing machines in the home economics sewing room. A cover of not-too-heavy manila wrapping paper may be included in the sewing.

¹² "The Service is twofold: A monthly catalog records pamphlets available with descriptive notes and information as to the price or conditions under which they may be secured. Pamphlets are listed under suitable subject headings for convenience in filing. The Catalog cumulates, with an annual volume, and is designed for reference use as well as a checking and order list.

Arrangements are made with the various publishing agencies whenever possible to clear library orders for the pamphlets thru the Service. Order forms for this purpose are furnished to subscribing libraries on request.

The Service also includes the Clipping Guide, a list of articles in the *Christian Science Monitor* recommended for clipping and preserving in the vertical file.

The Service is sold on annual subscription, on the service basis. Rates quoted on request."

Manila paper cut in sheets approximately 9" by 12" may be folded once through the middle and attached to pamphlets as protecting covers if the pamphlets are not too thick. The pamphlet, open at the middle, is inserted in the folded manila sheet and tied in place with twine or binder's thread. Or, if the school has a stapling machine, that may be used.

The above are homemade devices for the care of pamphlets. But there may be had from library supply firms (Gaylord Brothers, the Library Bureau, Demco) readymade binders of manila or heavier material supplied with gummed cloth strips for attaching the pamphlets within. Pupils can perform the tasks incidental to inserting and labeling the pamphlets.

For further information concerning devices and techniques for the care of clippings and pamphlets, see:

BENNETT, WILMA. The student library assistant. Wilson, 1933, p.121.

FARGO, L. F. The library in the school. 2d ed. A.L.A., 1933, p.330-34.

OVITZ, D. G., and MILLER, Z. K. A vertical file in every library. rev. ed. Library Bureau, 1932. (gratis)

WILSON, MARTHA, comp. School library experience. 2d series. Wilson, 1932, p.175-76.

—— School library management. 5th ed. Wilson, 1931, p.143-46.

Picture mounting is a real craft involving problems of balance, margins, and color harmony—if colored mounts are used. Pupils should be provided with typed directions covering location of the picture on the mount, method of pasting (whether the picture is only to be tipped on, or attached more solidly), position of the label, and the kind of ink to be used. Ordinarily the library employs mounts of uniform size selected from supplies available through the school supply office (craft paper, construction paper, etc.).¹³ Like pamphlets and clippings, pictures must be expertly classified or subject-headed if they are to be useful, and this is a task for the librarian. However, once the proper heading or class number has been indicated in pencil,

¹³ Witmer, E. M. "The school picture collection." *Library Journal* 50: 295-97, April 1, 1925.

the actual labeling in ink may be left to the pupils. (For further details, consult titles listed above under *Pamphlets*.)

Book repairing is also a real craft, not to be undertaken without adequate instruction except in its minor aspects. Here again a great deal is often claimed for student help which is open to question, since poor mending does more harm than good. Without careful instruction, little should be attempted beyond the tipping in of loose pages, the erasure of pencil marks, and the mending of small tears. Beyond that there must be careful class or group instruction and constant supervision. Or the library committee must be divided into groups of specialists one of which groups is given careful training for the job of mending. Manuals of instruction useful in such situations are:

Bookcraft. Gaylord Brothers. (gratis)

LYDENBERG, H. M., and ARCHER, JOHN. The care and repair of books. Bowker, 1931.

MILLER, Z. K. Better methods and materials in bookmending. rev. ed. Library Bureau, 1932. (gratis)

WILSON, MARTHA. School library management. 5th ed. Wilson, 1931, p. 82-85.

Write also to the following for free material: Democrat Printing Company, Madison, Wis.; the H. R. Huntting Company, Springfield, Mass.

Local Who's Who. A catalog of famous people in the community has value in increasing the pupils' knowledge of their own city. It also provides excellent exercise in the acquiring and organizing of information for use. It will probably be best for the librarian to furnish a list of names to begin with. This basic list may be added to by pupils themselves. A form is made out to be followed in the case of each personage listed. If ruled catalog cards are used, the first line may bear the full name of the biographee (in inverted order) with date of birth. Occupation may come on the next line; offices held or honors received on the third, and so on. Or pupils may be instructed to follow the order and abbreviations found in *Who's who in*

America. Sources for information will include telephone and city directories, local histories, publicity material issued by local business concerns, feature articles in newspapers; and for celebrities of more than local reputation, standard biographical books such as can perhaps be found at the public library only. In order to facilitate checking, it is wise to have pupils note on the backs of the cards the sources consulted; i.e., the authorities for statements made on the face of the cards. Finally the biographies should be filed in alphabetic order. It goes without saying that this project must be carefully and consistently supervised.

Other **local catalogs** may be developed in much the same manner, but with minor adjustments. Suggested for such treatment are: important institutions; historic buildings; works of art.

Ask Us, We'll Find Out involves the use of a question box and perhaps a question and answer column in the school paper. Committee members undertake to ascertain the answers to the questions asked with or without the direct help of the librarian—probably without, since the project may involve the librarian in too much unproductive research from the point of view of value in the questions themselves, and since the real object is to give members of the committee experience in the use of reference materials and aids.

Make and post a check list of all magazine titles owned by the library which appear in the *Readers' Guide*. Not only the titles should be listed, but the volumes available. Information on the latter point may be copied from the card catalog, the shelf list, or the check list of periodicals currently received in the library.

Prepare a Book News Bulletin to be distributed at stated intervals through whatever avenues are open—mimeographed sheets sent to homerooms, typewritten copies posted on homeroom bulletin boards, radio announcements if the school has

a broadcasting station. For suggestions as to form, and content, pupils may examine public library news bulletins, the "Turns with a Book Worm" column in the *Herald Tribune Books*, publishers' organs like the *Harcourt Brace News* (gratis).

Publicizing committee organization should not be neglected. Since the group must have the willing cooperation of the student body at large, it is essential all pupils should understand whence comes committee authority, how it is exercised, what problems have to be met. An auditorium program in which the committee or squad holds a mock session is useful here (see p.24); or there may be a public installation of new members. In either case the occasion is used to feature squad duties, problems, and methods of procedure. Topics to be discussed include rules about whispering in the library, how to cut down on the late return of books, how the committee may work through homeroom representatives.

Behind the Scenes is a dramatization of the activities of committee members when such activities include helping the librarian with clerical and mechanical work. The "scene" may be laid in the library workroom or at the circulation desk. Committee members are busy filing cards, pasting pockets in books, varnishing them to insure cleanliness, putting in marks of identification, typing up magazines for the bindery. A running fire of conversation explains why each process is necessary and emphasizes the fact that the library loses no opportunity to make it easy for pupils to identify and use printed material. (See also p.24.)

Broadcasting within the school (known as the public address system) is being widely adopted in large schools as a means of acquainting pupils with school news, changes in program, announcements from the principal's office. Wherever practicable, pupils are encouraged to do much of the broadcasting themselves. This means the preparation of programs, or speeches, and their delivery before the school microphone.

In not a few schools the library is taking advantage of this arrangement. Through the library club or committee many a literary program is broadcast to the school, books are reviewed or dramatized, library announcements are made. The technique is that of the commercial broadcasting station, and must be studied by librarian and pupils alike. Reference to the sections of this book dealing with auditorium programs, club activities, and the like, will furnish ideas which are equally applicable whether the audience is seen or unseen. More specifically, here are ideas worth trying: interviews in which an interlocutor quizzes pupil friends, or teachers, or the librarian about books and reading; skits featuring library use, good and bad manners in the library, dialogs between book characters, as well as between authors and the readers (or nonreaders) of their books; announcements of library contests and exhibits.

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¹⁴ All titles on school clubs listed here (except Blackburn) were recommended for school librarians by Helen B. Lewis, librarian of the Board of Education Branch Library, Cleveland, Ohio. The Blackburn entry was added by the author because of the light it throws upon the school club as seen from the point of view of the boys and girls who belong.

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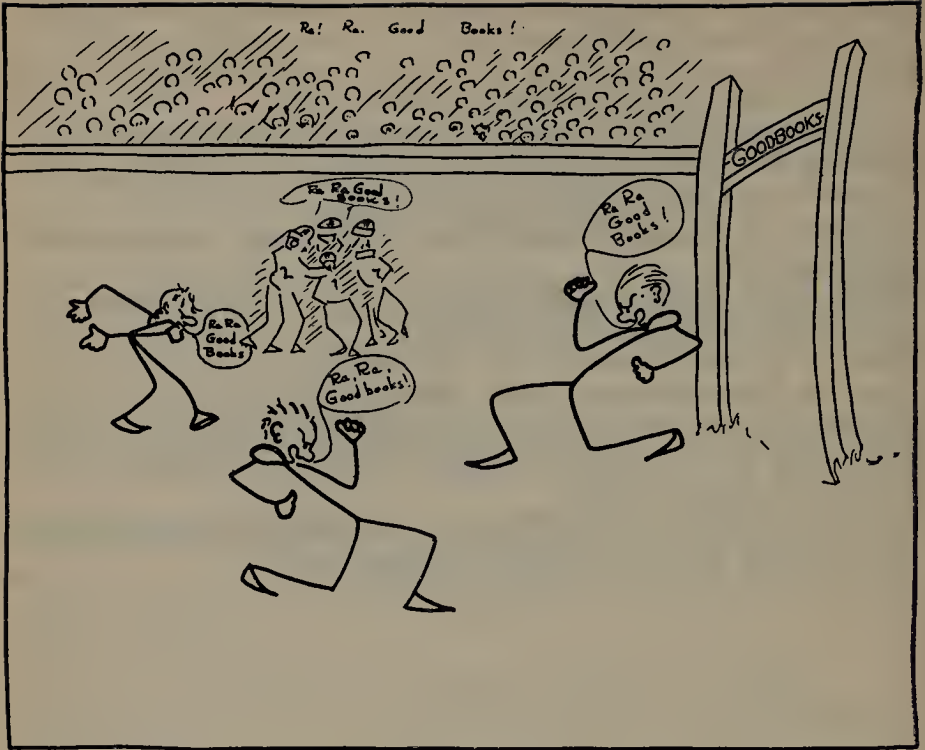
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Note: A file of the *Wilson Bulletin* is invaluable. Issues, both past and current, are rich in practical suggestions.

CHAPTER SIX



THE STIMULATION OF READING

In the last analysis, most library activities can be said to be directed towards the increased use of books and the stimulation of reading. Certainly all library-and-English-department activities are, and most publicity, obviously, is directed towards this end. So, too, are many auditorium programs. In the present chapter are presented additional enterprises drawn together in one place solely because the immediate as well as the final objective is the encouragement and the direction of reading.

Like other activities, those designed for the stimulation of reading have their pitfalls. Pupils may unwittingly be encouraged to read anything or everything for the sake of the publicity it brings them. Their names are to be posted; they will be mentioned in the school paper; a prize is in the offing.

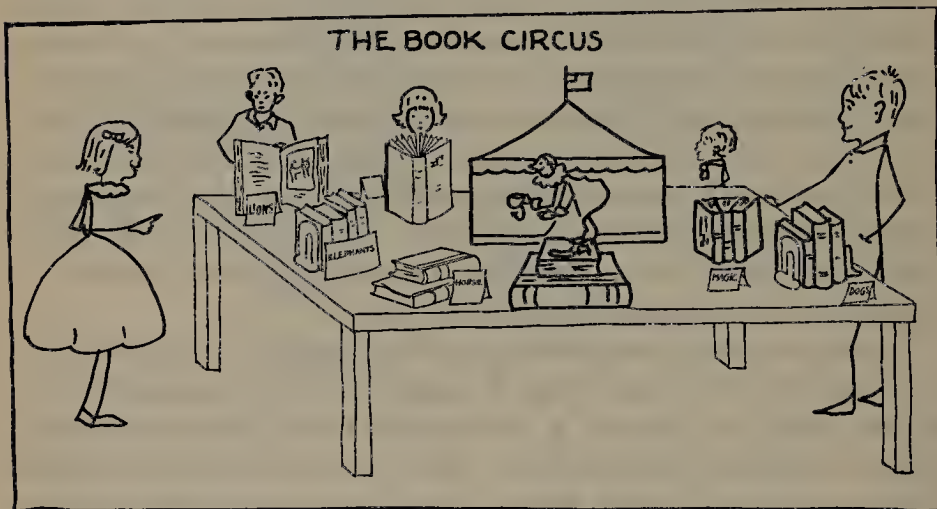
Obviously, quality of reading must be taken into consideration, and not merely quantity. To this end, it is wise to accompany summer reading projects, and all others, with lists and, wherever possible, with personal suggestions. Nor should the lists and suggestions be limited in range. They should cover a great variety of fields. But once the pupil has made a start or selected his field, there is much to be said for devices which improve the quality of reading by directing it towards some definite goal. Travel devices are readily used in this way, for they tend to map out a route. This may be a geographical route, such as a trip across the continent, a subject route like "Following the Highway to Health," a personal interest route like "The Road to a Vocation," an informative journey in search of the wonders of science.

There are other reasons for stressing quality. The fine flavor of reading comes only when it is joyous. But reading for fun is not likely to become a permanent habit unless the pupil tastes something besides froth. Then there are boys and girls who need to be slowed down, either in order to put a stop to careless skimming with little accompanying comprehension, or for reasons of health or eyesight. Obviously, stimulation *with unobtrusive direction* should be the aim of the librarian.

A Book Circus: The circus idea is carried out in advance posters, display signs, and possibly tickets for admission to the "Big Spectacle." Tents of muslin can be erected over tables, or shop boys may contrive them of beaver board. In one library the ringmaster was a life-size figure representing the catalog. The pupils were introduced to him. Among possible sideshows are: Clowns and Funny Folk (humorous books); Wonders of the World; Daring Features and Thrills Galore (adventure books); Giants, Dwarfs, Freaks and Strange People (largest and smallest books in the library, etc.); Acrobats and Aerial Artists (aviation); Hygei, The Strong Man; Rodeo (western stories); Wild Animals (books about them); Tiny, The Fat Lady (unabridged dictionary appropriately dressed). It is possible to have a Parade of Star Performers (a book

parade) and a Refreshment Stand. (For further details, consult *Wilson Bulletin* 10:107-108, October, 1936. Also, *Reading and the School Library* 3:105, January-February, 1937.)

A somewhat different book circus simply planned to encourage reading on the part of younger pupils consists of a large



circus tent drawn on cardboard, together with silhouettes named for the readers. These silhouettes are cut from bright paper and mounted on the cardboard, or the bulletin board to which it is attached, as though entering the tent. Lists of books about animals are prepared (see further, p.139), from which each pupil is expected to read a stated number. After all are well started on their reading, the silhouettes are removed from the bulletin board, to be replaced one by one as pupils complete their reading; i.e., leave the circus. Rewards, if offered, may take the form of reading diplomas, the entering of the pupil's name on the library honor roll, or a note to the pupil's teacher giving his reading record in connection with the project.

Building a miniature library is an enterprise often suggested by kindergartners and first grade teachers. The idea is to produce and paint shelving and furniture for the library (from boxes, orange crates or building logs) and to prepare scrap-

books for shelving therein along with the honest-to-goodness printed books that belong to the classroom or have been loaned to it. Among the skills, attitudes and appreciations to be gained from such a project are these: a desire to learn to read, acquaintance with juvenile books, an idea of how to care for books, ability to mount pictures, knowledge of the uses of a library, ability to distinguish between a poem and a story, recognition of colors and of letters and numbers on labels. Besides, a number of new words become part of the vocabulary—library, librarian, title, author, shelf, index.

In one such project, cards of different colors were used to indicate shelves where books in various classifications were kept; i.e., books about ships (yellow card label), books about animals (red), Mother Goose (green), etc. The public library children's room was visited for ideas as to furniture and decoration—and, let us hope, for the loan of more picture books.

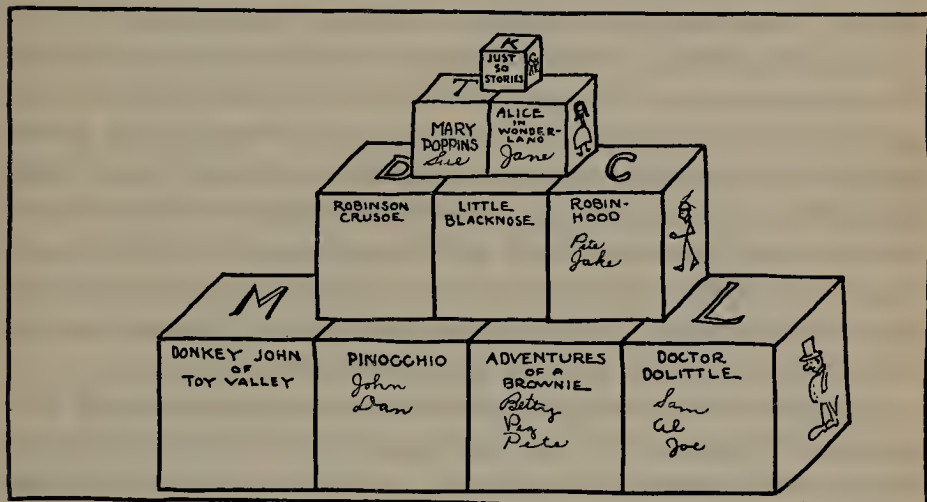
Norma Lindeman has described such an enterprise as conducted by a kindergarten group. (Wilson, Martha. *School library Experience*; 2d ser. Wilson, 1932, p.244-45). In this instance long and short tables were utilized for the sides of the library, while blocks formed windows, shelves, and entrance. The pupils made frequent visits to the real school library to ascertain the proper size and construction of shelves. One child printed a sign for the door. A small table and a few chairs were placed inside. The children's own scrapbooks were supplemented by volumes brought from home and others borrowed from the school library. The latter had to be charged at the loan desk, and this was a new experience. The manner of placement of books on the shelves having become a cause for concern, another visit to the school library was necessary to ascertain what to do. As a result, books were shelved with backs to the front instead of edges. Lack of sufficient space for all readers within the library led to the necessity for withdrawing books, which in turn led to the self-appointment of one small girl as librarian. She tried doing all the things she had seen the real librarian do. She placed slips in the book pockets and marked them for withdrawal. The word BED,

being the one she knew best how to print, appeared frequently in her card records; but as a kindergartner she announced her life work would be librarianship!

Book corners. Much is being done, especially in elementary schools, with book corners (library corners) in classrooms. Children are legitimately interested in helping to fit up such nooks, not infrequently manufacturing their own chairs, tables and bookshelves—very inexpensively from boxes or crates which they smooth, paint, or cover—or more permanently from good hard wood fashioned in the school shop. Where books are scarce or hard to secure, teacher-librarians sometimes encourage pupils to bring volumes from home. While this may add to interest, it has obvious dangers; for home collections may not be of the best, and much tact is required in refusing to shelve undesirable titles in the schoolroom. In most cases it will be far better to buy books, or to encourage selection from titles available in the public library or central school library.

An activity concerned with the furnishing of a book corner naturally starts when new books and magazines appear in the schoolroom. The teacher raises the question with the pupils as to how the new arrivals are to be displayed and cared for. This leads to discussion of types of display racks and book-cases and to the consideration of tables and chairs as additional equipment. A pupil committee is chosen to price materials (which involves practical problems in mathematics.) If wanted materials are unattainable because of expense, make-shifts are considered. Orange and apple crates are found to have a midway partition which serves as a shelf when the crate stands on end. Somebody discovers an abandoned kitchen table which can be had for the asking. It is brought in, the legs are cut down, it is thoroughly scrubbed and scoured (manual training, household sanitation). Some wooden chairs or benches appear—or are fashioned from crates and boxes. A color scheme is decided upon (problems in color harmony, room decoration, etc.). When the boxes, table and chairs have

been sufficiently sandpapered, they are treated with linseed oil and then painted (shop work). Meantime the books which are to go into the library corner have been getting their share of attention, if only from the point of view of their size and the space they will occupy. Some are quite likely found to



contain information which can be used in making the equipment. So, by hook and by crook the furnishing of the library corner leads to the reading of books—which is the ultimate aim of the project.

A book pyramid. A large pyramid of blocks is sketched. As each pupil completes the reading of a book, the title read and the name of the pupil are inscribed on a block.

Variations of this idea readily come to mind. For instance, each block sketched may be assigned to a group of readers, the progress of their reading being indicated by a gradual filling in of color in the block assigned them.

A reading thermometer indicates the reading of individuals or of groups by a rising mercury, the number of books read being indicated by degrees of heat. The “thermometer” may be pictured on blackboard or bulletin board in the case of a

group; or individual thermometers may be drawn on cardboard, the rise of the mercury for each individual being indicated in red.

Book parades and floats. Parades are perhaps most frequently given as auditorium programs (p.18). But sometimes the parade, made up of characters from books, or groups of characters pantomiming incidents from books as they go, passes through the school, visiting the various classrooms. Much more ambitious was the plan of a rural county in which each school sponsored a *float* in an out-of-door parade. During Book Week there was a real procession, presumably at the county seat, of these school floats, each of which represented a book or a literary incident. The procession ended at the Fair Grounds. Some of the floats: *Little women*, *Pied piper*, *Sleeping beauty*, *Wild animals I have known*, *Alice of old Vincennes*.

"And now from the dim pages of the past *Alice of Old Vincennes* lived again. A huge replica of the book was displayed. On the front cover was a picture of Old Fort Sackville. The huge book was blue in color and lettered in gold, the spread pages were 338 and 339, with exact reproduction." (Description of a float. *Wilson Bulletin* 6:479, March, 1932.)

A Desert Island List. In this project, pupils name the books they could not do without on a desert island. It may be called a Robinson Crusoe list. When all lists are in they may be compared and a composite list compiled. It will add to the interest if recommended titles are annotated, emphasis being placed upon why the books are considered to be indispensable.

Building the American Flag. A history and biography reading project. "A large white cardboard of correct proportions was used; the blue field was placed, and lines drawn for the stripes. As each child read one book of either American history or biography he was allowed to contribute three inches of red cardboard toward a stripe and have his name placed on the honor roll" (*Wilson Bulletin* 9:65, October, 1934).

Storybook Ball. Pupils choose characters they wish to represent. They write letters to each other (in character). Letters are cleared through the library and delivered by a masked postman. The letters are sealed with characteristic marks; an arrow for Hiawatha, etc. Before the ball proper, characters are introduced in the auditorium by means of a play or skit or some other method. Later they go to the gymnasium for the ball. Prizes of books are awarded to the most appropriately costumed characters.

Treasure hunts are popular. (See also p.153-54.) Here are directions for one as carried out in Long Beach, California. Secure or make a large map of Stevenson's *Treasure island*. (An enlargement of one found in Macmillan's Children's classics edition is suitable.) Prepare plenty of "gold doubloons"—circular pieces of orange paper the size of a quarter, each with two holes punched in it through which a cord or a length of colored celophane ribbon may be run. When a book has been read, its title is written on a doubloon, which is then strung on the cord or ribbon and used as a bookmark. When five doubloons have been accumulated on the marker, the child "buries" his treasure on the map of Treasure Island under his name; i.e., his bookmark, or a large doubloon bearing his name, is attached to the map at any spot he indicates. Suggestive titles emphasize the "treasure" idea with such captions as "Treasure Chests of Books." Graded lists may be designated as "Cache One," "Cache Two."

Another method is for the librarian, or the librarian and a group of readers, to make up a list of questions about books. These are posted near the books in which the answers may be found. Pupils other than those responsible for making up the questions read the books, being honor-bound not to give each other the answers when found, or to ask for help. Prizes or honorable mention are given to those who turn in correct answers to the greatest number of questions.

Other suggestions for treasure hunts are:

Prepare a list of questions about books, and accompany it

with a separate list of answers not arranged in order. Questions and answers must be matched (i.e., treasure must be found), and to accomplish this pupils may ask each other about the books they have read. This stimulates conversation about books and leads to requests for the books themselves if the questions are sufficiently intriguing.

When a class visits the library each pupil selects a book he has never read. Presumably this book is "buried treasure"; but whether the pupil considers it to be real treasure or not is ascertained by means of a report he makes on it. These reports are either oral or written and should elicit independent judgments; i.e., they should help the class to decide whether the book is "pure gold."

Clock Clubs, Good Time Clubs and their ilk feature timepieces, as might be expected. The poster announcing the advent of the club is embellished with sun dials, gnomons, water clocks, a picture of Big Ben. As a certificate of membership in the club, and also as a record of reading accomplishment, cardboard watches are issued, each stem-winder tied with a piece of worsted yarn which allows it to be worn. As each pupil reports on a book read, the face of his timepiece is stamped in a space indicating a five minute period. If further recognition is needed, an honor roll bordered with timepieces may be used. Or a community clock is manufactured from a round piece of wood painted white, and provided with the necessary numerals and hands. While the reading of one book counts as five minutes on the pupil's individual timepiece, it moves the community clock forward only one minute. If it seems advisable to develop a contest, the community clock is provided with as many colored hands as there are groups contesting—or each group is given a large clock of its own. The contest consists in seeing which group can strike twelve first; i.e., report on sixty individual and worthwhile books.

The Newbery medal award affords many opportunities for engaging the interest of younger children. Besides exhibiting

previous winners and making available for teachers and pupils the history of the award, the library may give pupils a chance to vote *their* choice for the current year, provided the library is fortunate enough to have on hand a number of new books. If such is not the case, pupils may be encouraged to go to the public library and there make their decisions. (See also Newbery banquet, p.21.)

Travel devices of all sorts play a large part in activities designed to stimulate reading. Only a few are suggested here. Librarians in search of variations of the travel idea should watch such magazines as the *Wilson Bulletin* and the *Library Journal*, and follow the annual Book Week booklets put out by the National Association of Book Publishers. All these blossom periodically with new crops of devices based on the use of maps, literary excursion tickets and the like. Whatever the plan, accessories are such as will suggest travel and create a mood of discovery and enthusiasm. Posters available through railroad and steamship companies help, as well as collections of illustrated leaflets from similar sources. Colors are everywhere gay, and display signs provocative. A stratosphere or balloon flight uses discs or silhouettes of colored paper on each of which is written the name of the reader and the titles of the books read. Ascent is at the rate of one foot for each three books read. Passengers on the Queen Mary are assigned cabins on a deck diagram furnished by the steamship company. Groups proceeding by airplane are listed on a bulletin board featuring a pictured airplane; those moving by caravan or covering pioneer routes are designated by camels and covered wagons; explorers appear with their dog trains. More formal travel by boat or train may involve the issuance of: passports (reader's cards, a reading record form, a certificate of travel club membership) decorated with red ink and adorned with stickers in the place of seals; tickets (printed or mimeographed facsimiles to be punched according to reading progress or to indicate the occupancy of cabins on A, B or C decks). A traveler's exchange may be organized—monthly meetings at which

travelers exchange notes on places visited. Where all members of a group travel the same route, stopovers may be arranged at spots of literary interest; i.e., in the library or the auditorium is enacted a scene from the author's life or from a famous book.

Captions for projects make use of appropriate terminology: TRAVEL BY THE BOOK LINE; SEE AMERICA FIRST; ABOARD THE FLYING CARPET. Similar captions head lists of books which are generously in evidence, for few travelers young or old proceed successfully without a certain amount of guidance.

So much for travel schemes in general. Here are representative plans:

See America First. Each child is provided with a folded map to which is attached a pocket containing cards to be used as postal cards. As he reads from a list of books dealing with various localities in the United States, he posts (in a box on the librarian's desk) a card from each place visited telling about the book read. He also traces his travels on the map.

An Airplane Flight, domestic or transoceanic. Equipment consists of a large wall map, paper airplanes bearing the names of the flyers (the readers), and the necessary fuel (lists of books to be read, and the books themselves). Pupils may be left to chart their own routes, the planes being moved from place to place on the map as they travel. The home airport is, of course, the library, where the log of the trip is deposited (reports on books) and the planes are tucked away in hangars.

Tours are sometimes arranged. The pupil traces, or has given to him, a map of the world, of the United States, or any other region. As he travels (i.e., reads books) he indicates the locale of each on the map by drawing a picture suggestive of the story. A modification of this plan is to use a wall map, the books read by various readers being located by means of colored pins or other devices. The reader's name, as well as the subject or title of the book should somehow be indicated. Still another,

and very up-to-date modification, is to arrange for travel with a *Trailer Club*. This plan requires the provision of paper trailers to mark on a wall map the reader's progress along some designated route such as the Lincoln Highway or the Oregon Trail. When a pupil has selected a route, he is given a list of books from which he is to select a reasonable number of titles to be read consecutively by time, zone, or state. The selection of a definite route is desirable because it serves as a thread to make reading consecutive and purposeful.

An individual reading tour planned on the basis of tour advertisements clipped from magazines or newspapers is similar to the above though not quite so elaborate. The advertisement is mounted upon a sheet of paper or a strip of cardboard to which is added the names of the books read—or to be read.

Travel via railway or steamship folder is a device with a number of things to recommend it. The folders with their interesting pictures may be had for the asking. Consequently scrapbooks can be made without danger of young travelers mutilating reading matter of permanent value. And scrapbooks are made in this project; or better, illustrated notebooks. Following routes indicated in the publicity folders themselves, the pupils read and write notes on their journeyings, and illustrate their notes with pictures. If occasionally the travel group can meet for a chat with their guide (the librarian) or to listen to a real traveler who is willing to talk, so much the better.

Wilderness Trails should particularly interest boys. The caption may be used for map projects in which the boys travel with pioneers like Boone and Crockett; or it may furnish the theme for a reading enterprise in which the wilderness is the great out-of-doors and the guides men like Audubon, Theodore Roosevelt, or Martin Johnson. Instead of a map tracing his travels, a boy may be more interested in presenting his safari in the form of drawings, models or jungle animals, or manni-

kins dressed to represent the traveler and his train. Groups of Boy Scout age may enjoy dramatizing incidents from their wilderness journeys. Nor are the possibilities for tie-ups with the movies to be overlooked here. A good jungle picture may be utilized as a starting point for a wilderness journey in tropical countries via books.

With this we leave the travel idea and proceed to other plans and devices.

A castle to be stormed requires a large poster with moats, walls, and courtyards to be traversed. Each pupil reader is represented by a paper knight who advances from one position of advantage to another on the poster as he completes the reading of recommended books. If the moats, walls and courtyards to be traversed number ten, then it takes ten books to storm the castle and arrive at a place of honor upon its walls. Thumb tacks, pins or drops of cement serve to attach the paper knights in the proper locations as they progress.

A poster bookshelf. To a background of manila tagboard or other mounting material, attach a drawing or a painting representing a bookcase with shelves about $1\frac{1}{2}$ " apart. Each child participating in the project is given a shelf to fill, his name being printed upon it. When he finishes reading a book, he is supplied with a strip of colored paper (size $\frac{1}{2}$ " x $1\frac{1}{2}$ ") upon which is printed the author and title of the book. This slip is then pasted upright upon his shelf, the process being repeated for each book read until the shelf gradually fills.

Ladders are frequently met with. They are printed or mimeographed on cards. As each pupil reads a book he inscribes the title on a rung of the ladder.

A device for computing reading growth. On a card is drawn a miniature child. Space is left for the figure of a much larger child to be drawn to scale after a period of time during which the owner of the card has carried on extensive reading. Read-

ing growth is computed at the rate of $\frac{1}{2}$ inch for every book read, $\frac{1}{4}$ inch for every pamphlet. The second childish figure drawn to scale gives graphic evidence of growth. A possible caption for the card is: "Before and After Reading."

Pupils may aid in book evaluation. The ways are varied. Perhaps the librarian hands over to some likely girl a perfectly new copy of a book on flower arrangement and asks for an opinion on its usefulness. Or a group of boys interested in radio may be requested to comment on the practical values of a handful of books or magazines in that field. Pupil evaluations that appear to be the result of careful reading or of special knowledge may be condensed, with the aid of the librarian or English teacher, into compact annotations (see p.55) to be filed under author or title, with the pupil's name signed. The file should of course be available to all comers. Another way of making the annotations available is to gather them together in notebooks under subject, or under the name of the compiling group. This work can be done (under supervision) by pupils, who will be proud to pass on to other classes or other groups their "Seventh Grade Catalog of Books," or "Catalog of Books on Hobbies Compiled by the Hobby Club."

Pupil recommendations may be less formally treated. One method of utilizing them is to employ a bulletin board with the caption, "Recommended By (name of pupil)." On it are posted pupil suggestions for reading. The same idea may be carried out in a column of the school paper. Pupils who are known to be good readers are preferably selected, and the recommendations may take the form of short lists compiled by these individuals. Later, the various lists may be gathered (as above) into a leaflet entitled "What (name of school) Students Like to Read." This leaflet may be mimeographed or printed by the school print shop for general distribution within the school. Another device makes use of a poster headed "Why We Liked These Books." Across the top and elsewhere are pasted small pictures clipped from booksellers' catalogs

depicting scenes from the books. When a child has read a book he attaches a small note beneath the picture telling why the book was enjoyed. Since the value of these comments necessarily depends upon their individuality, every effort should be made to see that they express naturally, and in the pupil's own words, his honest opinion.

BIBLIOGRAPHY

A few rather general articles useful as background reading for the librarian are listed here. For titles dealing with special devices for stimulating reading, see books and magazine articles mentioned in the text under appropriate headings such as: Hobbies, Personal Libraries, Reading Clubs and the like.

FARGO, L. F. The library in the school. 2d ed. A.L.A., 1933, p.95-100; 115-16.

LOGASA, HANNAH. "Devices for increasing voluntary reading." In her The high school library. Appleton, 1928, p.141-70.

NATIONAL EDUCATION ASSOCIATION RESEARCH DIVISION. "Better reading instruction." National Education Association Research Bulletin 13:305, November, 1935.

Chart showing relative values of nine devices for encouraging reading.

"The retarded reader and the library; a symposium." Library Journal 62:53-58, January 15, 1937.

CHAPTER SEVEN



THE LIBRARY AND THE INDIVIDUAL

This section of our school library activity program has to do with two matters in which the pupil is concerned as an individual: his hobbies, and the development of his personal library.

To be sure, we shall speak of hobby exhibits in which the pupils work collectively to produce a display for the benefit of the school community. But back of this collective effort lie the highly individualistic enterprises of boys and girls, each riding his chosen hobby in his own chosen way with the aid of the library.

As to the pupil's private library, that too must obviously be a matter of personal choice if it is to mean anything. While the school community may plan programs dealing with the choice of a personal library, such programs are not presented

for the purpose of standardizing or limiting the contents of the pupil's home bookshelf. Rather, the purpose is to stimulate the personal ownership of books, and to provide guidance in their choice.

HOBBIES

Hobby activities with their several facets in the library are but many-sided aspects of the same jewel; namely, the habit of riding hobby horses with the aid of printed materials.

The first aspect suggests more of librarian enterprise than of pupil activity. The librarian acquires for the library plenty of books, magazines and pamphlets descriptive of hobbies and sees to it that these materials are initially publicized by means of posters, lists and displays of the books themselves—or their jackets. Pupils will no doubt make the posters, thus initiating pupil activity. In passing, it may be noted that an interesting poster is constructed of compo-board, 2 by 4 feet, covered with red checked gingham. A strip of black poster board placed across the gingham provides a background for the word "Hobbies" spelled out in white cotton rope. Or the poster may be a simple arrangement of book jackets with an appropriate book title used as a caption; thus, "The Care and Feeding of Hobby Horses." There are substitutes for posters too. In one school, a real hobby horse introduced the exhibit.

The next aspect is the exhibition of an actual hobby which has been undertaken by a pupil as a result of his reading—a collection of minerals, a stamp album, out-of-door photographs, a ship model, kites, dolls. The books used by the pupil in developing the hobby are to be exhibited along with the hobby itself, or, if that is not possible, a list of the books. Here it may be noted that any hobby exhibit may well emphasize sources outside of the school library. It is the very essence of the hobby that it leads out and on—beyond the necessarily limited resources of the school to those of the public library, the museum, the bookstore.

From this point on the library hobby project increases in size and momentum. John sees Henry's exhibit, and that starts

him off on a hobby of his own. More books are demanded. Mary and Elizabeth fall into line, and the librarian suggests that besides showing their personal hobbies they prepare a list of hobbies for girls with appropriate references. "Hobbies from Books" is perhaps the caption for this exhibit—with some



friend in the art class furnishing the necessary poster.

Two or three pupils who are interested in marionettes perhaps follow with a display in which marionettes appear in various stages of construction with a background of book jackets taken from marionette books. An enclosed glass case such as a borrowed trophy case is found to afford excellent protection for this exhibit.

Next, a group of Girl Scouts choose "Winter Birds" as their collective hobby and illustrate it for Book Week by working out a snow scene with a house and a garden and winter birds on the window boxes.

Pupil hobby riders themselves may be represented in a poster by silhouettes of boys and girls mounted on hobby horses. Each silhouette bears the name of the rider and heads a list of books "personally recommended." Or perhaps a single silhouette is used with the caption "This is John's hobby. What is yours?"

And so it goes. Sooner or later the school will be ready for a hobby book show as described below.

A hobby book show. The following directions are adapted from the Book Week circular of the National Association of Book Publishers, 1934:

The librarian will wish to ask the pupils themselves to take the lead in planning the displays, inciting those who have made unusual collections to exhibit them, and others to bring examples of their own handicraft. These can be grouped with the books the boy or girl has found useful, and others suggested by the librarian. Each individual display should be accompanied by a card with the pupil's name on it, and his age and grade in school, or by a brief letter written by the pupil telling how he happened to choose his hobby and how books have helped to make it interesting. (These letters may later be published, together with pictures of the exhibits.) Photographs of famous people who have the same hobby may also be included; or, since fathers and sons, mothers and daughters often have a great deal of fun out of following the same special interests, some joint collections may be shown. The more varied and catholic the displays, the more people will be attracted to them; and many children and grownups, too, who have not yet hit upon a congenial hobby, will find their imaginations stirred and new pathways to adventure opening up before them.

If books dealing with hobbies are shown for which no pupil has an available exhibit, it may be desirable to borrow simple equipment from local stores to implement the display of books.

Hobbies as the leisure time occupations of great men provides material for a worth-while project in which each pupil searches through library books for the hobby of some famous person.

Poems about hobbies provide another project. Having chosen a specific hobby, each pupil attempts to discover a poem con-

cerning it. If he fails to find one, he must write a poem himself!

Reading may itself be a hobby. This should not be forgotten. The exhibit for such a hobby may include favorite books, signed lists of books read during the last year, pictures of authors and illustrators, autographs. Also, there are "bookish" hobbies which the library will want to make a point of encouraging. Some to be suggested by the librarian are:

Make a collection of interesting or peculiar dedications.

Collect cartoons having to do with reading or books.

Collect advertisements featuring facsimiles of illuminated manuscripts.

Collect watermarks. (Every business letter received is a possible source.)

PERSONAL LIBRARIES

In these days of the corner newsstand, of apartment house living, and of constant moving, the idea of the home library needs consistently to be encouraged.

The school library can do much in this direction by stimulating interest in the personal ownership of books and in the collection of other reading materials by pupils. The activities which follow aim to do this, and also to afford guidance in the choice of reading materials, which is quite as important.

Design and build a home book corner, bookcase, or bookrack.

Examples, frequently with drawings and specifications, are easily found in books on home handicraft and in periodicals dealing with interior decoration and home furnishings. Pictures thus found should be carefully studied in advance. When the shelf or corner has been designed, the pupil is encouraged to make a list of the books he would like to have in this personal library.

Inaugurate a **Start a Library campaign** with an auditorium program on some such topic as "Famous Men and their Libraries." Follow this with oral or written compositions on favorite books, and the display of lists of "The Hundred Best Books,"

"Five Foot Shelves" *et al.*, and pictures or drawings of cozy corners supplied with inexpensive book shelves. If the school holds an annual book fair, prizes may be offered for the best personal (pupil) libraries. Emphasize written and oral compositions on such topics as "How I earned a book," "Books as gifts," "Personal libraries of famous men and women," "Books I would like to own." Have individuals compile brief lists of books they wish to own, giving adequate bibliographical information, including publishers, prices and editions. If enough pupils do this, a composite list of "Books Recommended by Seniors (or some other group) in Blank High School" may be compiled and printed in the school paper. Or a club group may assume the job of boiling down the joint list to a "Five Foot Book Shelf"—for pupils in "our" school.

Earn a book campaigns are useful when properly organized and supervised. A good way is to start the project early in the year, putting off the actual purchase until Book Week when the library and the stores are full of new titles. Selection and purchase are to be preceded by exhibits of worth-while books, personal talks with prospective pupil buyers, and visits to the public library and to bookstores with the librarian along to offer helpful suggestions. Much emphasis is to be placed upon the fact that any book purchased should be such as to deserve rereading, or of a kind to be valuable in reference work. Personal accounts by pupils of how they earned their books will provide material for oral themes, auditorium programs and a column in the school paper, or even the local daily. The interest of parents is important, both as an aid to the pupils in their earning projects, and also to assure proper selection. In fact, the entire project may well be a joint effort on the part of the library and of some such community groups as the Parent-Teachers Association, the Rotary Club, the Boy Scouts.

A home reference library is a project in which pupils individually or as a group decide upon the volumes to be purchased for the use of a typical family. The amount of money

to be spent may be stated, or capital may be assumed to be sufficient to purchase all books needed. When the list has been completed, fathers and mothers may be asked to criticize it on the basis of whether selection has been too much limited by the personal bias or needs of the compilers.

Pointers on Book Buying is the subject of an auditorium talk or an auditorium program (see p.25) in which pupils themselves discuss points worth knowing; i.e., differences in editions, drugstore reprints, high-pressure salesmanship of sets, books of lasting value vs. those of temporary interest, sources from which books may be bought. Below are articles which, because of their directness or humor, make excellent background reading in the field of subscription books:

ROSE, DONALD. "Don't ask me another." *Reader's Digest* 8:762-64, December, 1929. (Reprinted from the N. Y. Herald-Tribune.) Also issued as *Stray Library Leaves*, Teachers' College Library, Columbia University, No.131.

TOLMAN, F. L. "The encyclopedia racket." *N. Y. State Education* 19:317, June, 1932.

WARD, G. O. "Concerning subscription books." *Journal of the National Education Association* 24:61-62, February, 1935.

The above may of course be supplemented by more formal discussions in volumes on book selection and on how to use the library. (See Fay, L. E., and Eaton, A. T. *Instruction in the use of books and libraries*. Faxon, 1928.)

Pitfalls in book buying may be brought out by means of dramatization. (See *Mary Buys a Book*, p.25.)

A model home library. This is not unlike the enterprise first described in this section except that where the earlier project is a wholly individual one, this is an attempt to give guidance through a group enterprise.

First of all, the group busies itself with planning attractive book corners or bookshelves for the home, including color schemes, study of materials to be used and methods of con-

struction. (Pupils may be surprised to learn that an attractive bookcase can be made of boards of uniform size supported at the ends by columns of brick or tile, about four to a shelf.) Then comes the selection of the books—a group project in which the pupils themselves recommend titles or discuss the



recommendations of the librarian, and examine new volumes for possible inclusion. When the library is complete—shelves, paint, books and all—parents are invited to a party at which the entire project is exhibited. Or the rest of the school is invited to have a look. Whether the model library is an actual library or only a cardboard imitation accompanied by suitable lists will depend upon circumstances. In either case the central exhibit may well be accompanied by drawings or miniature layouts showing the home library in desirable physical settings.

Cataloging the home library. As a result of the study of the school library catalog it is not unusual for an occasional superior pupil to want to try his hand at cataloging the contents of the bookcase at home. If parental consent is forthcoming, including approval of possible rearrangement of books on the shelves and labeling, there is no reason why such a project should not be encouraged. In fact, the cataloging may be done

even though the books remain unclassified, or if the classification number is merely penciled on the verso of the title page. For in a small home collection volumes are readily found, no matter how arranged.

To carry on such a project, the pupil will need a manual giving card forms and simple instructions. If no text has been used in teaching him the use of books and libraries, the librarian should recommend a suitable manual such as Zana K. Miller's *How to organize a library*, available gratis from the Library Bureau, or a similar manual issued by Gaylord Brothers entitled *The small library*.

Suitable cards and card files for this project may be purchased at the ten cent store; and the pupil will discover in the same place everything he needs for starting a vertical file.

Personal pamphlet and clipping files may be of interest to some. Following suggestions from the librarian as to possible methods of classification and arrangement, pupils may be directed to lists of subject headings (the *Readers' Guide*, for instance) or to an abridged decimal classification, and to simple treatises on filing, such as Ovitz and Miller, *A vertical file in every library* (Library Bureau, gratis). Makeshift equipment such as apple or orange crates may be used at first, guides being manufactured from cardboard or heavy manila. If the idea takes in individual cases and bids fair to become a permanent interest, a cardboard transfer case may be purchased, or even a second-hand vertical file, to be housed in the pupil's own room at home as a prized personal possession.

The designing or selecting of bookplates is an activity which may have repercussions in the way of pride in one's personal library. If a pupil can design his own bookplate, so much the better. But attractive bookplates may be purchased, and the owner's name printed or written in. Among sources for such bookplates are Demco Library Supplies, Madison, Wisconsin, and Gaylord Brothers, Syracuse, N. Y. A useful reference is the following article:

JOHNSON, V. "Fun of bookplates." *School Arts Magazine* 27:86-88, October, 1927.

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BUSH, M. "Books on hobbies." *Illinois Libraries* 18:204-9, October, 1936.

A bibliography.

MOORE, A. C. *The choice of a hobby.* F. E. Compton and Co. (gratis)
Excellent list of books for the youthful hobby rider.

Personal Libraries

BECKER, M. L. "Your bookshelf." In *her Adventures in reading.* Stokes, 1927, p.1-11.

Bookstands and shelves. National Association of Book Publishers. (gratis)

DREW, E. A. *Discovering poetry.* Norton, 1933.

HEADLEY, L. A. *Making the most of books.* A.L.A., 1933.

PHELPS, W. L. *A private library all your own.* National Association of Book Publishers. (gratis)

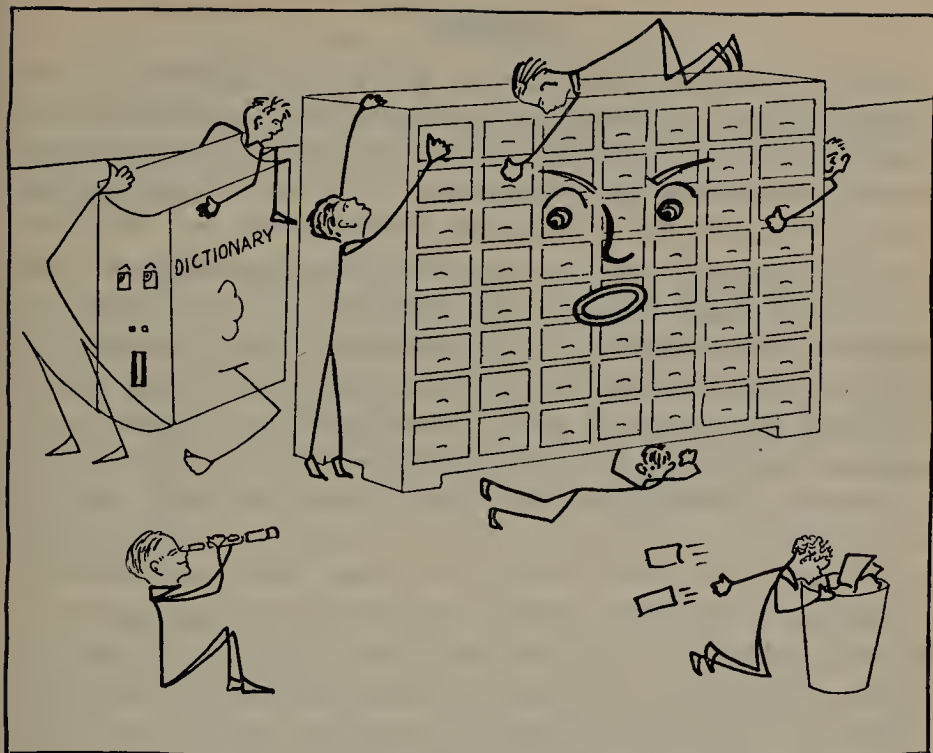
ROGERS, R. E. *Fine art of reading.* Stratford, 1929.

SMITH, C. A. *What literature can do for me.* rev. ed. Doubleday, 1924.

STOREY, W. R. *Planning attractive bookshelves.* National Association of Book Publishers. (gratis)

TRILLING, M. B. *Girl and her home.* Houghton, 1933.

CHAPTER EIGHT



CONTESTS, GAMES AND DRILL

To the uninitiated, the idea of play in connection with the library may seem incongruous—except perhaps, for very little children. But the educational values of play have long been recognized—even for high school pupils! Pleasurable learning is apt to stick; and anyway, the school library stands for pleasurable experiences. So the librarian and the pupils put their wits to work to invent contests, games, puzzles and enlivening drill, and to take part in similar enterprises that other people have invented. As becomes their setting, such enterprises are bibliographical, bookish or literary. They are simple as to equipment—few require more than pencil and paper—but they may involve extended research. They help to make the pupil feel at home among books and authors and bibliographic tools, and enhance his skill in using them.

CONTESTS

There are several reasons why, in the case of games or contests, the rules or directions for playing should be clearly and painstakingly stated—preferably on printed or mimeographed sheets given out to each contestant. The first, and perhaps the most obvious reason, is to make checking easy and accurate. But definiteness is also worth while from the point of view of avoiding snags such as the possibility of more than one answer, and uncertainty as to procedure. Most important of all is the consideration that library play is essentially a part of library education. It should therefore be so planned as to emphasize worth-while attitudes and techniques. Thus, when authors are called for in the contest, the rules should make it clear what form of author's name is acceptable (surname only, full name in inverted order, etc.), and that only properly spelled names will be counted. The title should be covered in the same fashion: it is to be either brief or full, and correctly written. In the case of poems or other analyticals, it should be made clear what form of entry is required—author and title of the book, author and title of the poem, paging, or what not. If magazine references are called for, a form for entries should be furnished—or instructions may be given to follow the *Readers' Guide*. Routine details to be covered in any set of "rules" are herewith presented in a check list:

- Place for the name of the contestant (or for his contest registration number)
- Date when the contest begins and closes
- Statement covering neatness and legibility
- Examples of bibliographic form (if needed)
- Instructions concerning where the contest sheets are to be turned in
- Assistance allowed or disallowed

In general, contests may relate to the identification of authors, titles, characters, illustrators or the like; to the finding of hidden titles, the making or costuming of characters (soap carving, clay models, paper dolls, et cetera); the designing of

posters, bookmarks, bookplates and book jackets; the writing of slogans, book reviews and bookish essays.

Except for more elaborate contests involving many hours of work on the part of the contestants, prizes may well be limited to items inexpensive or humorous. An Oh! Henry bar is not inappropriate!

What Happened Next is a contest in which parts of stories or of descriptive narratives are given to pupils orally or in mimeographed form and the contestants are then left to discover for themselves the sequels—or to state them in writing if they already know what happened next. Mimeographed half-stories may be kept on hand for use as above; or, if the group is small enough, parts of stories may be read aloud by a leader or the librarian.

Name the Author. Portraits of authors are passed around or exhibited, minus their names. Each portrait is numbered, and each contestant has a sheet of paper with as many numbered spaces as there are portraits. The winner of the contest is the person who correctly identifies the largest number of portraits.

A Travel by Reading contest involves the writing of letters by pupils who have traveled afar via the printed page. Each letter is supposed to be written from the land where the traveler has journeyed and its descriptions of persons and places are based upon the book read. The directions for the contest should give some clues: Why did you go? How did you travel? Whom did you meet? How did your book companions dress and act? The contestants post their letters in a box provided for that purpose, in envelopes decorated with facsimiles of the proper postage stamps. A prize is offered for the best letter—or publication in the school paper.

Local literary guide. Pupils or librarians make a local literary map—county, state or regional. By appropriate symbols or drawings, designate location of authors' homes, publishing

houses, newspaper offices, libraries, book stores. The contest consists in identifying these literary landmarks.

Quotation contest. The aims of this contest are to stimulate library visits, to familiarize pupils with worth-while books, and to provide a project for the Library Committee. Twenty long quotations from books are printed in five successive issues of the school paper. Each quotation contains a clue such as a minor character or an especially striking incident. Prizes are given to the pupils who successfully identify the largest number of books. Besides checking the answers, the Library Committee works out slogans for posters, writes other publicity, and selects the books from which quotations are made. Books or magazine subscriptions make good prizes.

Favorite book contest. A ballot box is placed in the library and each pupil is asked to drop into it the name of his favorite book. Results are tabulated and posted each day on the bulletin board. Variations of this contest are: teachers, instead of pupils, name their favorite books; parents do the same. Again the results are posted. Still another plan is to set aside for each grade or class an empty shelf upon which the pupils place their favorite books, brought from home. A prize goes to the class or the room having the best collection.

Book advertisement contest. Each contestant selects a book he likes and undertakes to "sell" it to the school. He may do this by any device he chooses, such as drawing or painting, writing or speaking. The pupils act as judges, either as a whole or through a committee. A prize is offered.

Animals in Literature. This was a Book Week contest staged in a high school library. (For full account see Hart, C. M. *Wilson Bulletin* 12:124-25, October, 1937.) In this case the animals were dogs; but it is obvious that cats, horses, or wild animals might be used, the librarian or the pupils providing (perhaps with the aid of the Library Club) the lists of animal characters and of books containing the stories or poems about them.

The contest consists in identifying the books or poems in which there appear as characters the animals mentioned on the lists given out to the contestants. (See below for list of dog characters given to contestants, and key lists of books and poems held by librarian.) The books in question are segregated on a special table or placed in a conference room where they can be conveniently consulted. Printed rules are issued covering form in which the answers are to be given and other essential items. (See general directions for contest rules, p.136.)

NAMES OF ANIMAL CHARACTERS

BOOKS IN WHICH ANIMALS APPEAR

- | | |
|---------------------|--|
| 1. Buck | 1. London—Call of the Wild |
| 2. Bobby | 2. Atkinson—Greyfriars Bobby
Terhune—Gray Dawn
Gray—Real Dogs |
| 3. Poor Bubble | 3. Swinnerton—Tokefield Papers |
| 4. Br'er Tarrypin | 4. Harris—Uncle Remus, His Songs & Sayings |
| 5. Collie | 5. Terhune—My Friend the Dog |
| 6. Rikki-Tikki-Tavi | 6. Kipling—The Jungle Book |
| 7. Taffy | 7. Kyne—They Also Serve
Winslow—Concerning Cats
Morley—In Honor of Taffy Topax |
| 8. Scotty | 8. Terhune—Gray Dawn
Gray—Real Dogs
Santee—The Pooch
Baynes—Polaris |
| 9. Don Gray | 9. Gray—Real Dogs |
| 10. Renny | 10. Stern—The Dark Gentleman |
| 11. Treve | 11. Terhune—Treve |
| 12. Ungin | 12. Fleuron—The Wild Horses of Iceland |
| 13. Nip | 13. Burroughs—My Dog Friends |
| 14. Excalibur | 14. Depew—Here are Dogs
Good Dog Book |
| 15. Boru | 15. Dunn—Odyssey of Boru |
| 16. Kazan | 16. Curwood—Kazan
Gray—Real Dogs
Terhune—My Friend the Dog
Reese—Jock a Terrier (in Grover—
Animal Lover's Knapsack) |

- | | |
|------------------|---|
| 17. Jock | 17. Fitzpatrick—Jock of the Bushveld
Terhune—My Friend the Dog |
| 18. Hamlet | 18. Walpole—Jeremy and Hamlet |
| 19. Feathers | 19. Van Vechten—The Tiger in the
House |
| 20. Shot | 20. Foote—Pocono Shot |
| 21. Black Buck | 21. Alexander—The Fang in the Forest |
| 22. Silversheene | 22. Hawkes—Silversheene, King of Sled
Dogs |
| 23. Loco | 23. Santee—Cowboy |
| 24. Yo Fei | 24. Ascough—The Autobiography of a
Chinese Dog |
| 25. Igloo | 25. Walden—Igloo |
| 26. Flax | 26. Fleuron—Flax: Police Dog |
| 27. Chinook | 27. Seeley—Chinook and his Family |
| 28. Bum | 28. Ives—Dog Heroes of Many Lands |
| 29. Jerry | 29. James—All in the Day's Riding
The Good Dog Book
Ives—Dog Heroes of Many Lands |
| 30. Donny | 30. Morley—I know a Secret |
| 31. Toby | 31. Punch—The Tragical Comedy or
Comical Tragedy of Punch and
Judy |
| 32. Rip | 32. Kipling—Collected Dog Stories |
| 33. Lauth | 33. Burns—Lauth (in Clarke—Poetry's
Plea for Animals) |
| 34. Boatswain | 34. Brecknock—Byron |
| 35. Snowball | 35. Johnson—Jungle Pets |
| 36. Flush | 36. Burdett—The Brownings |
| 37. Bran | 37. Mackenzie—Teutonic Myth and
Legend |
| 38. Ten-tine | 38. Roberts—Heart of the Ancient Wood |
| 39. Zuleika | 39. Boyesen—Norseland Tales |
| 40. Mignonette | 40. Chalmers—The Gardener's Cat (in
Grover—Animal Lover's Knap-
sack) |
| 41. Polaris | 41. Baynes—The Story of an Eskimo Dog |
| 42. Argus | 42. Church—The Odyssey for Boys and
Girls |
| 43. Blue Boy | 43. Winslow—Concerning Cats |
| 44. Lelaps | 44. Bulfinch—The Age of Fable |
| 45. Sirius | 45. Bulfinch—The Age of Fable |
| 46. Mustard | 46. Gilbert—More than Conquerors |
| 47. Diogenes | 47. Dickens—Dombey and Son |

- | | |
|---------------|-------------------------------|
| 48. Jip | 48. Dickens—David Copperfield |
| 49. Merrylegs | 49. Dickens—Hard Times |
| | Winslow—Concerning Cats |
| 50. Rags | 50. Rohan—Rags |
| | Depew—Here are Dogs |

The school paper may be utilized for carrying on certain contests other than those already mentioned—or the “Ask me another” column in the local paper. In the school paper, a column headed “Who said it?” “Where is it?” “Who invented it?”—with appropriate arrangements for publishing the names of the winners—brings pupils to the library to use reference materials. Captions for other columns dealing with authors, titles, events, et cetera, readily occur. It is possible that such contests may be better follow-ups of reference lessons than the usual workbook, or the question and answer test so frequently used.

Jumbled or pied letter contests. Make a list of book titles, authors, or characters with jumbled letters; thus,

M-i-r-g-m (Grimm)

G-l-u-y G-l-u-c-k-i-n-d (Ugly Duckling)

N-a-s-h K-e-r-i-n-r-b (Hans Brinker)

Or include jumbled titles in a rime:

“If a trip to Holland you would make

Then HSAN RBIKERN you should take.”

Take care that the items listed are sufficiently familiar so that pupils will not be discouraged. A few easy ones may head the list, as above.

Instead of a list, slips may be given out. In one such contest, each slip contains the name of an author correctly spelled, along with the scrambled title of a book he has written. The game is to write the titles correctly.

In another contest, what appears on each slip to be one title is made up of two, thus: “ ’Twas the night when we were very young.” Here the instructions are to underline the complete titles and to finish the incomplete ones. Titles which are familiar to pupils should be chosen.

State days or state emblems and characteristics are the basis for a variety of contests, among which are: (a) Lists of state flowers, or drawings of emblems or seals, to be identified through the use of library books; (b) Mimeographed sheets bearing the heading, "How much do you know about (state)."

In order to keep such a contest from resembling too closely a school test, questions deal with out-of-the-way or unusual facts concerning famous citizens, literature, art, historic events and the like. To avoid confusion and discouraging search, books containing the answers had probably better be segregated upon a special table or in a conference room.

It is obvious that the above may be used as a check-up device or test in connection with library instruction.

A poster contest which has the merit of requiring the active cooperation of many students is as follows:

The head of each school department is asked for the names of two representative students. Each of these students is given the task of finding in library books five ideas, events, or scenes in his particular subject field (i.e., a school subject he is pursuing) which may be made the basis of a poster. These ideas or scenes are listed and handed in together with the subject under which each classifies (as history or science), the topic or event which each represents, and the author and title of the story, poem, play or book from which taken.

The next step is to put the students mentioned above in touch with a group of art students capable of illustrating the themes selected. In each case, the subject matter expert works with his artist to develop an appropriate poster, which is, however, unnamed.

When the unnamed posters are ready for display, there are also ready for all who wish to participate in the ensuing contest, forms stating the rules and the questions to be answered. (See p.136.) Following the rules, there appear on each sheet numbers corresponding to identification numbers on the posters themselves. After each number, space is left in the form for the following information:

Subject under which the poster classifies (history, science, etc.)

Name of the scene or event or outstanding character

Title of story, poem, play, or book from which taken

Author of story, poem, play or book from which taken

Papers may be graded by a committee of students chosen from among those who helped to prepare the posters, or by the members of a club. Prizes may be offered, or a list of the winners may be published along with the "key" providing the correct answers.¹

Other poster contests are simpler. Pupils produce posters on such themes as: use of the library, values in good reading, traveling with books, books for young Americans, out-of-door books, old books are best, hobby reading, stranger than fiction, holiday reading, vacation reading, etc. A prize or honorable mention or the opportunity to participate in a state or national exhibit is the reward offered. Still another plan is to have each contestant make a poster for his favorite book in the school library. The size of the poster may be specified, but design is left wholly to the pupil. To avoid duplication and poor book choices, each contestant consults in advance with the librarian. Books and accompanying posters are displayed together along with the name of the designer and the class he represents. If a book so publicized is circulated to a student within three days, this counts one point for the class to which the exhibitor belongs. Classes alternate in displaying posters, the winning class being the one which circulates the most books.

Of guessing contests there is no end. Many having a literary background may be found in general volumes on games and entertainments. Here are some that librarians have used successfully:

The identification of illustrations. Pictures from well-known books are mounted and numbered. The game is to name on

¹ Summarized and adapted from an article by Wilma Sargent, appearing in the *Wilson Bulletin* 12:118-20, October, 1937.

paper the titles of the books from which the illustrations are taken. (See also p.145.)

A Book Trail Guessing Contest. Art classes design a book trail along which are placed stand-up characters from favorite books. Pupils in other classes guess the titles of the books from which the characters are taken. A prize may be given to the class or grade having the largest number of correct answers. The eighth grade may participate by sending representatives to write up the exhibit, the best account being printed in the school or local paper.

Posters are made **depicting characters from books**—human characters and animal characters. A few of the characters should be picked for easy recognition; the rest are to be more difficult. The game is not only to guess the characters, but to state correctly in each case the name of the author and the title of the book. A pupil committee may check the correct answers and announce winners if there is to be a prize; or pupils may check their own guesses against a key list posted at the close of the contest or published in the school paper.

A hobby contest is provided for by getting twenty or more teachers to name their hobbies—secretly to the librarian or to the committee. For each hobby a book is displayed which illustrates it. Then pupils try to guess what hobby belongs to what teacher. Here are some of the books displayed in one such contest: Herndon's *Golf made easier*; Becker's *Memo: go fishing*; Marcelles' *French cooking for every woman*; Kunz's *Precious stones*.

Character or book impersonations in which the individual wears a costume or appears with suggestive paraphernalia are always good for social gatherings such as a meeting of the library club or the occasion when the library committee entertains the Parent-Teacher Association. *So red the rose* (girl wearing a rose), *North to the Orient* (pupil bearing a map of

the Orient with an arrow pointing north) are examples of simple impersonations. A prize may be given for the best impersonation or for guessing the greatest number correctly.

Book illustration puzzles. Cut book illustrations from old publishers' catalogs and mount on cards made of colored poster paper. (Note: Children in a class or group may enjoy doing this.) Number the cards at the top, and add if desired, the school grades for which each book is suitable. At the bottom, indicate where the pupil contestant may sign his name. On the back of each card type or mimeograph the following questions, leaving space for answers:

1. What is the name of the book?
2. Who is the author?
3. Name the characters in the illustration.
4. Check adjectives that best describe the book: dull, funny, lively, sad, adventurous.

The cards are issued to children individually or to groups. In the latter case, a book puzzle contest may ensue. Instructions for using the cards should be posted conspicuously. They read:

1. The picture on the slip is a copy of one in a book.
2. The books in the contest are arranged by grade. A book with a picture like the one on your card is here. You must find it.
3. Look through the books until you think you have found the picture. Show your book and your picture to the librarian.
4. If the book is the right one, have it charged and take it home and read it.
5. Then answer the questions on the back of the picture. Return it to the librarian and ask for another. Each time you return a picture you may have another.
6. Those who have correctly completed six picture cards or more will —— (insert form of recognition to be given) ——.

The numbers on the cards are for the convenience of the librarian in identifying correct answers. To save time, she may prepare a key list in numerical order. (Adapted from plan described by Barbara Schroeder Dodge in *Wilson Bulletin*, 11:604. May, 1937.)

Magazine contest. The leader reads questions which are answered in writing by the players. Examples of questions and answers are:

QUESTION	ANSWER
The present	<i>Today</i>
A good husband	<i>Woman's Home Companion</i>
The coming man	<i>American Boy</i>
What is always passing	<i>Time</i>

In making up the questions, care should be taken to use magazines which are familiar to the pupils—preferably such as are in the school library.

Hidden title contest. The librarian may put her wits to work to prepare a story in which the names of books make up a large part of the text. Or she may use a story prepared by someone else:

"Huh!" said Donnie. . . . "I wish for the magic rug. Then we could go to the magic forest. . . . We could hunt for buried treasure. Perhaps we'd find the pot of gold. It would be fun to be treasure seekers, wouldn't it?" (Harriet S. Hayward in *Reading and the School Library* 3:151, March-April, 1937.)

In any case, the story is mimeographed and handed out with instructions to underline the titles appearing in the text. Suggestions as to helpful library tools to be used by contestants include the card catalog and reading lists. It is taboo to ask assistance from teachers or librarians.

Pupils may enjoy making up their own hidden title stories. Or, titles which have been selected beforehand may be dictated or listed, whereupon the amateur novelists go to work to see who can produce the most fetching story.

Similar literary diversions appear from time to time in professional library periodicals like the *Wilson Bulletin*—an added reason why the school librarian should keep up with her professional reading. Here are a few:

"A library vacation" (poem). *Libraries* 31:326-27, July, 1926.

"A simple story" told in book titles of Georgia writers. *Wilson Bulletin* 3:629, May, 1929.

PARTENHEMER, L. S. "A book travelogue." *Wilson Bulletin* 5:252-53, December, 1930.

GAMES

Most library games stem directly from well-known parlor games—the kind which may be found in many a game book under some such headings as "Quiet games," or "Literary games." All that need be done is to substitute literary or library terminology for the terms more familiarly used. Since this is the case, and also because pupils will most enjoy those games which they themselves adapt or invent, no attempt is here made to give more than a few examples. The inventiveness of pupils and librarians should do the rest.

Guessing Games. There are many, among them: "*Twenty Questions*"—about an author or a character; "*Hangman*"—names of authors and characters are used, or library terms. (See game books for methods of playing.)

Character impersonations. The pupil says, "I won't tell you my name, but I lived in (name of place) and (so-and-so) happened to me. Who am I? Who wrote about me?" Prizes may be given for the best impersonations or for the largest number of correct guesses. (For example of this game, see *Wilson Bulletin* 32:106-07, October, 1938.)

Charades are useful in familiarizing pupils with book titles, authors' names, and the like. Conducted like an ordinary game of charades, the actors depict through pantomime the syllables of words: *Pepys'* (the actors discovered peeping) *diary* (pupil writing in his diary).

Author guessing game. The word defined or suggested is the name of an author or of a title; thus,

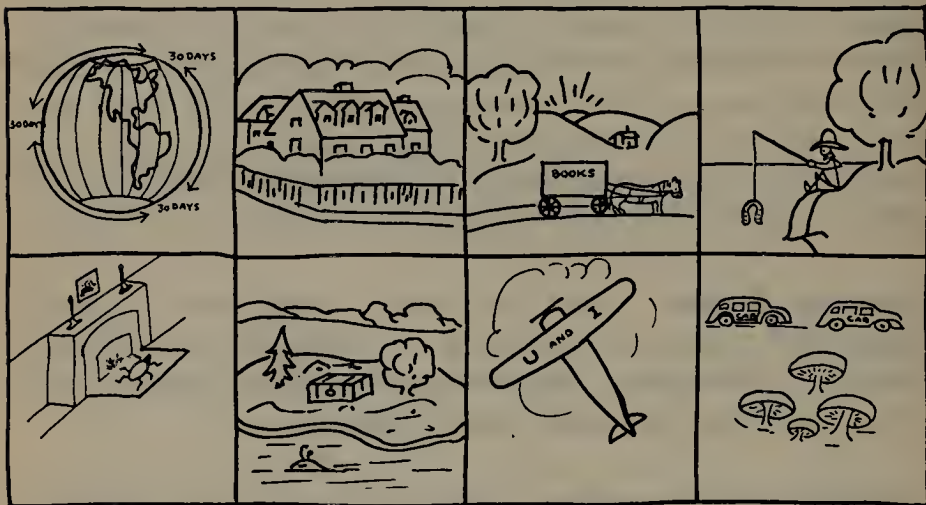
Authors

The opposite of quiet (Noyes)

No longer good form in fighting (Shakespeare)

*Titles*The reader who does not kick up a row (*The gentle reader*)What fishermen want (*Fisherman's luck*)

Note: Further lists of titles may be found in H. C. McKown's *Assembly and auditorium activities*. Macmillan, 1931, p.202. But pupils may think it more fun to make up their own.



The rebus is an old form of puzzle that can well be adapted to library use. Pupils working individually or in club groups will enjoy making such puzzles as the one illustrated on this page or the one appearing in the *Wilson Bulletin* 12:127, October, 1937, which was made by a member of a high school library club.

Travel or journey games may be devised in which the players start out for a literary designation and name the articles they expect to take with them—titles of books, characters, or authors (each of which starts with the same letter). Thus:

First player: "When I go to visit *Uncle Sam's attic* I shall take with me the *Good dog book*."

Second player: "When I go to visit *Uncle Sam's attic* I shall take
.....*Goode's school atlas.*"

Third player: "When I go.....I shall take.....
Great inventors and their inventions."

And so on until the travelers have accumulated *Green pastures*, *Grenfell*, *Grandmother Brown* and other literary headlines in the "G" category.

Cross Questions. The players are divided into two teams facing each other in parallel rows. Number each row so that No.1 in A team faces No.1 in B team, etc. Literary or library questions are asked by a leader in this way:

Leader (addressing No.4 in team A): "Who wrote *Captains courageous?*" Although the question is addressed to a member of team A, that person should remain silent in order that No.4 in team B, (the person opposite) may answer instead. If No.4 in team A does inadvertently answer, it scores a point for team B. Any question directed to one person must be answered by the player opposite. If the opposite player succeeds in answering correctly, his team scores a point. The team with the largest score wins.

Authors. (Verbal.) Each player stands and gives the title of a book or of a poem. Whoever first correctly calls the author's name scores one point.

Crossword puzzles involving the use of library and bibliographic terms may be tried. They should be made by pupils—presumably club or committee members—and the words incorporated should be such as have practical significance for the high school student: catalog, editor, title page, copyright, shelf list, addenda, index, bibliography, annotation, accession, file, card, guide, cross reference, il., pp., vol., pt., diagr., reserves, etc.

Nursery rime puzzle or game. Make up a list of questions about characters in nursery rimes, as: "What kind of bird sang before a king?" "What king ate while his musicians played?"

"Who ate with his fingers?" (These are taken from a list compiled by Harriet S. Hayward which appears in *Reading and the School Library* 3:152, March-April, 1937.) Have the second grade answer all the questions it can, asking no help from you.

Question and answer games or contests may take the place of formal tests of pupil's literary knowledge and lead to further reading. Besides this, they are simple to prepare and to carry out and can be played by an indefinite number of pupils. All that is needed is a list of rather obvious (and if possible, intriguing) questions. Thus:

Do you know:

What boy traveled by means of a magic coat?

A book about a famous woman doctor who grew up as a pioneer in the backwoods?

Who taught Helen Keller to read?

The name of a poet who wrote a book about Abraham Lincoln's life on the prairie?

A book of humorous rimes about famous historical characters in the U. S.?

Who fought with windmills?

What the Newbery prize is?

What famous English author known for his stories of India died in 1936?

The name of the Indian who was the last of the Mohicans?

Answers are checked by the library committee, by exchange of papers, or by means of any other method involving a minimum of work. For further lists of questions see: *Wilson Bulletin* 12:121-22, October, 1937, and *Reading and The School Library* 1:40, March, 1935.

The following rather elaborate game is definitely directed towards the encouragement of reading, and might perhaps better have appeared as a project under that heading. However, its inventor calls it a game, and we follow suit:

A Reading Progress Game is as follows: A game board is made and mounted. It is of poster paper upon which has been

drawn a good-sized library floor plan with shelving plainly indicated. Small cut-out pictures are pasted upon the plan to indicate the location of various kinds of books. Thus, a tiny mask shows where the plays are shelved. Beside each picture is a number which serves as a Station identification mark: Plays—Station No.5; Biography—Station No.8, etc. Lines drawn in bright colors zigzag over the face of the plan connecting the various stations.

When a pupil joins the Game, he registers at the librarian's desk, which is Station No.1 on the game board. Then a tiny flag made of poster paper and bearing the player's name is placed on the game board at Station No.2 to indicate that the player has begun the reading of a book from that section. At the same time, a record of the book chosen and withdrawn by the player is made at the desk—on his borrower's card if he has one, or on a special reading card.

When the book is returned, the pupil reports on it quite informally at the desk. Then his flag is moved to Station No.3—and so on until he has read a book from each station in the game, the finishing point being the Library Honor Roll.

This game is well adapted to the broadening of reading interests, since, before he has finished, each player has read a book from each of the main divisions of the library. It is obvious that a good deal may be done to adapt the game to various groups by interspersing frequent trips to fiction or fairy tale stations with journeys to more difficult reading points, or by concentrating on subject matter stations to the exclusion of lighter reading. The librarian wishing to provide more definitely for the individual will go a step further and substitute small floor plans, one of which can be given to each player, together with a personal routing. In this case the pupil will indicate his own progress by drawing lines from station to station as he follows his special "route."

Publicity for the game is provided on a separate poster with some such caption as "Library Game—Let's Go!" This poster should bear the rules covering registration, moves, and the final recognition for a successful finish. The following "Re-

ward" statement is taken verbatim from an account of the game in the *Wilson Bulletin* 10:662-63, June, 1936, of which the present account is an adaptation:

When You Finish

- (1) We give you a Red Library card to show that you are a Number One member of the Library.
- (2) We write a letter to your teacher telling him of your achievement.
- (3) We are proud of you because you have started something worth while and carried it through.
- (4) We consider that your reading has made you a more valuable member of this community.

Let's Go!

DRILL

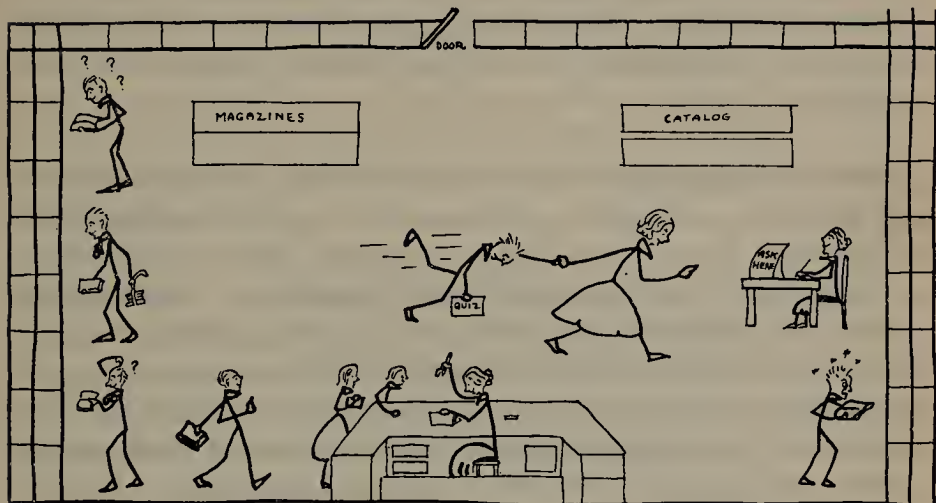
Many of the enterprises which follow under this heading are games of a sort—but they have such definite connotations in the direction of drill work that they are usually thought of as teaching devices. They have for the most part been culled from treatises devoted to instruction in library use.

In an article in the *Wilson Bulletin* 12:176-77, November, 1937, Dr. Carter Alexander states that "If a child is to learn how to use library materials effectively, the first thing is to get him to want to use them. This can be managed by maneuvering him into a situation where he can't find the answer to some question he wants answered except by using a book or some other library material."

It is obvious that a number of the activities presented below are concerned with this kind of "maneuvering." Others are quite frankly devised as sugar-coated drill. But drill work of almost any sort can be made into a game or a project—library drill included. Illustrations of such enterprises occur here. Others can be made up to fit the occasion if not found in books dealing with formal instruction such as those listed on p.158.

A map of the library is a variation of the simple floor plan so often suggested as an aid to pupils in learning the location of library materials. The map is a trifle more elaborate (see illus-

tration below). Instead of drawing the bare outlines of the floor plan, individual pupils or pupils working in a group produce what amounts to a picture map of the school library. At the tables are shown groups of readers. The biography shelves are designated as "People We Talk About," and some of the



people are there! John Bull sits by the English histories, and Uncle Sam presides over the shelves where Channing and Hart reside. A miniature reference desk with its librarian behind it is labeled "Ask Anything Here." Ideas for drawing in the figures and illustrations may be had by consulting some of the literary and historical picture maps every library should own. (See p.171.)

Catalog Game. Slips containing questions to be answered through the use of the card catalog become the basis of a contest in which pupils compete to see who can secure the information called for on the largest number of slips in the shortest length of time.

A Catalog Treasure Hunt. Organized by giving out to pupils slips bearing incomplete information for the identification of books. Thus, a slip might simply read, "A book about the

French Revolution by a man whose name is something like Carl," "A book of plays by Barrie that contains *Quality street*." Through use of the card catalog, pupils attempt fully to identify the books thus suggested, supplying on the slip author, title, call number, and volumes, pages or chapters where necessary. Obviously, the "hunt" may be modified to require the use of the *Readers' Guide*. Pupils may enjoy making out the original slips, thus propounding interesting literary "posers" for their classmates.

Classification games. Pupils are furnished with slips bearing call numbers—or better, with pieces of wood or cardboard cut to represent books or the backs of books. When these blocks or cards have been decorated with bright paint or with book jackets, and labeled with the correct call numbers, they can be used to teach classification and shelf arrangement, pupils being directed to put them in order as they would stand on the shelves. In simpler fashion, each pupil in the class may be given a call number. The class then arranges itself according to these numbers.

Another classification game is like this: Children chosen from groups at different library tables are assigned classification numbers. Each child is directed to see how quickly he can find a book or books bearing his number and return to his place. As each searcher returns, he is asked to tell the class his number and the subject of the book or books found. This arouses interest in the numbers and gives the librarian an opportunity to explain the Decimal System in its simplest aspects. Long, involved explanations are to be avoided.

Still another game includes author numbers. It follows a discussion of classification in everyday life, as dishes on cupboard shelves, ribbons at one counter and tinware at another. To play the game, pupils pretend they are writers and give themselves author numbers; then they decide to what class they belong. Finally they arrange themselves in correct position for shelving.

A classification matching game. Two sets of slips are prepared, one group bearing Dewey Decimal classification numbers, the other the subjects corresponding to these numbers. When all the slips have been given out, children try to match subjects and numbers. This is best done by reference to a chart of Dewey decimal numbers, since it is rarely worth while to make a point of requiring children to memorize the Decimal classification, unless they are members of a committee or squad which is preparing to do shelving and otherwise engage in activities bordering on apprentice work. The object of the game is to provide a demonstration of how numbers are used to represent subjects.

Of dictionary, encyclopedia and index drill by way of games there is no end. At the end of this section is listed a number of sources for such games—mostly leaflets distributed gratis by the publishers of dictionaries and encyclopedias. As illustrations of what can be done we have the following:

Provide pupils with identical sample pages of dictionaries or encyclopedias (obtainable gratis from the publishers). The leader calls out the information to be located—the pronunciation of a word, a description of the Washington Monument, etc. The pupil who first locates the desired information by page, line or paragraph scores one point. Or, if teamwork seems more desirable than individual effort alone, the game may become a relay race or a “bee.” In the first case, No.1 in each team writes down upon a sheet of paper the information called for by the librarian or leader—perhaps the correct pronunciation or part of speech of a word looked up in his hand dictionary. He then passes his paper to No.2, who looks up the next word announced, and so on. The team which first completes its work wins. The “bee” is run like a spelling match. (See next paragraph.)

A great variety of **encyclopedia games** can be devised through the use of such aids as Hendrik Van Loon's *How to do it* and Robert Ripley's *What do you know about that* (Encyclopædia Britannica, gratis), *Tantalizing questions* from the

World book (gratis), and the "Interest questions" in *Compton's pictured encyclopedia*. One such game is a "bee" conducted wholly by pupils. In this the "teacher," a pupil leader, asks a question. If no one in the "class" can answer it, the "teacher" must do so himself under penalty of forfeiting his position to that member of the "class" who has last answered a question correctly.

The New Quiz and Picture Game is an "ask me another" type of game published in leaflet form by the G. and C. Merriam Company, Springfield, Mass., without charge. Pictures and questions are numbered to correspond with answers in the key.

Finding page numbers or references through the use of textbook indexes or sample copies of the *Readers' Guide* may be made a game of value in providing drill. To play such a game, topics are called by the leader, and the players respond with the page where found (if texts are being used) or with the name of the periodical, volume, and pages (in case of sample copies of the *Readers' Guide*). The pupil who calls out the correct answer first for several consecutive times wins and in turn becomes the leader. (Adapted from Ingles, May, and McCague, Anna. *Teaching the use of books and libraries*. Wilson, 1930.)

Alphabet games. Since modern methods of teaching reading do not emphasize the arrangement of the letters of the alphabet, a game to teach such arrangement is useful. A very simple game of this sort consists in giving to each pupil a letter and then asking the holders of these letters to arrange themselves according to the alphabet (which may have to be posted, or written, on the blackboard). Or the pupils may be asked to arrange themselves in a row according to their surnames—alphabetically, as fiction would stand on the shelves.

Hot and Cold—for teaching younger children the alphabetic arrangement of fiction books. One child is given the name of

an author to find on the shelves, and the others tell him his approximate temperature as he approaches or misses it. This has the advantage of fixing the attention of the entire group on the shelf arrangement while individuals take turns hunting. As a follow-up, slips of paper may be distributed bearing the names of authors, or authors and titles, and the pupils see how many they can find. If checking is desired, pupils may work in pairs and score each other.

A Library Hunt (see also p.153) is one way of making reference drill a game. This is a list of questions which are to be answered by the use of specified volumes in the library² or by the use of any library tools or resources with which the pupil is familiar. It is important to provide questions which have real interest or significance or which may be motivated through previous discussion in classroom or auditorium. Thus a "Know your own state" program may be followed by a library hunt dealing with items of interest to residents of the state. Here are a few such questions taken from a Tennessee list: (For entire list see *Wilson Bulletin* 12:184, November, 1937.)

Who was the *Cavalier of Tennessee*?

Find a picture of a *boll weevil in a cotton boll*.

The song "Uncle Ned" by Stephen Collins Foster came out in 1848. Locate a picture of the first edition of this song.

Who wrote *Marse Chan*?

Who is Martha Berry?

A file of reference questions asked by pupils, written on cards or paper slips, may be kept at the librarian's desk. These slips may be given out to committee groups as a method of providing drill work. Or members of the library squad or club may assist the librarian (and less knowing pupils) by finding the answers. The latter arrangement can scarcely be called a game, though it is drill. It requires considerable supervision by the librarian to make sure that the pupils being helped are

² For example, see Alexander, Carter. *Around the world almanac* in eighty questions, 1937. The Author, 525 W. 120th St., New York City.

directed to the most significant, and not merely the most accessible, materials.

Pupils in a class compose reference questions to be answered by other members of the class. Instead of miscellaneous questions, this project may be limited to questions which the pupils propounding them know can be answered by reference to specific books or by the use of particular tools like the clip-pings file.

Reference matching game. Pupils are provided with a set of questions and with a numbered list of reference books. The exercise, or contest, consists of placing before each question the number of the book in which the pupil thinks the answer may be found. After he has done this, he may consult the books to verify his guess; or the librarian may give the correct numbers, the pupils checking to see who has made the best score.

A reference book tryout. As a device for acquainting pupils with the outstanding qualities of reference books it is announced that a tryout is to be held in which candidates for the reference collection will be adjudged on the basis of their fitness. Each pupil in the class or group is then asked to impersonate a reference book. The librarian acts as guardian of the reference collection. When a pupil (i.e., a reference book) steps forth to ask for admission, he must present the qualifications of the book to the best of his ability. Both the librarian and the class raise objections, all of which must be met before the book is accepted. After acceptance, the book is "placed on the reference shelf" or stands in a receiving line to welcome other successful candidates.

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BENNETT, WILMA. The student library assistant. Wilson, 1933, p.235-36.

HERRON, MIRIAM. "Enriching the library lesson." Wilson Bulletin 7:537-45, May, 1933; 12:128-30, October, 1937.

Tells how to play a few games and refers by page to Hofman, M. C. Games for everybody.

INGLES, MAY, and McCAGUE, ANNA. Teaching the use of books and libraries. Wilson, 1930. (See index under Games.)

McCLEAN, F. M. "Teaching through library games." *Chicago School Journal* 13:166-69, December, 1930.

QUARRIE CORPORATION. World book encyclopedia game. The Corporation, 35 E. Wacker Drive, Chicago, Ill. (gratis).

STITT, E. W. Use of the dictionary (What fun to play Merriam-Webster dictionary games!) Merriam Co., Springfield, Mass. (gratis).

WILLOUGHBY, E. E. "Games for library instruction." *Reading and the School Library* 1:21-22; 41, January, 1935.

Refers to titles listed above and presents a group of new games based on such older ones as Authors, Old Maid, etc. Most seem rather too elaborate for schoolroom use.

Write also to Funk & Wagnalls, F. E. Compton and other publishers of encyclopedias and dictionaries for leaflets giving games.

CHAPTER NINE



PUBLICITY

The forms of library publicity in which pupils may participate are varied. Nearly every library auditorium program has publicity value; devices and enterprises aimed at the stimulation of reading (see Chapter VI) are heavily weighted on the side of publicity; many a club activity has library publicity in school and community as an admitted aim. In the present chapter have been brought together additional enterprises which classify under such headings as Exhibits, Bulletin Boards, Posters, Community Contacts, Radio Publicity and the like.

No matter what its form, publicity must always be planned with reference to the situation to be met. Thus, if attendance in the school library is already at the peak, there is no point in trying to gather in *more* pupils. Perhaps, instead, a *different* group should be sought, or improvement in the reading and

reference use of the library by those already in the habit of coming.

In the first case, the energies of the library committee or other publicity agencies may be directed towards the steering away from the library of those who come only to study or to sit by favorite friends. Not that studying in the library is necessarily taboo, but warnings may be needed against a dog-in-the-manger attitude when space is at a premium; and a campaign of speeches and posters put on by pupils themselves is not only an excellent attack on the problem in hand, but a fine opportunity for driving home the necessity for fair play in community (i.e., school) relationships.

In the second case, perhaps the publicity efforts of pupil committees may be directed towards such matters as the resources and use of the vertical file (Do You Know About Pamphlets?) and improvement in the quality and extent of reading through hobby exhibits (Here Are the Faculty Hobbies. What are Yours?) and through auditorium programs advertising classics or less-used books of various sorts (see Auditorium).

In general, it may be set down that school library publicity follows the customary rules for publicity anywhere. It must be honest, it must be on the level of the consumer (the pupil library patron), it must take into account accepted psychological principles. These principles it will be to the advantage of librarian and pupil aides alike to study. No attempt is here made to do more than hint at them.

By way of "don'ts," here are some important considerations:

Don't allow pupil publicity to create a demand the library cannot fill. It is dangerous to concentrate on a particular book or other publication if the library has no duplicates. Nothing sooner destroys faith in the library than the repeated statement that the book is out or in use. It is a good policy to advertise with every new book several old ones.

Don't encourage the advertising of books that are already popular. Publicity should bring into the limelight unused publications—books of merit which need pushing to make them

circulate. Frequent conferences with pupil groups and tactful suggestions as to unused materials will greatly help here.

Each variety of publicity has its own techniques, gadgets and tools. There is a technique of poster making; newspaper publicity demands knowledge of journalistic skills. No librarian and no pupil library committee can be specialists in all such lines; nor would it be either possible or practicable to tell in a volume such as this one how to make posters, how to write captions for library articles, what kind of cardboard, brushes, ink or type to use. In many schools there are departments where such special skills are taught. The library should tie up with such departments.

However, there are a few tools, devices or gadgets—what you will—so eminently fitted for library use that it can do no harm to set them forth in a few suggestive paragraphs.

Book jackets come first of all. They are utilized in every conceivable way, as the following pages indicate. They should be hoarded and not thought of chiefly in connection with advertising new titles. Ina Roberts, well-known in the field of public library work, points out (*Wilson Bulletin* 11:303-09ff.) that jacket displays *arranged by subject* lead to use of library books which are no longer new. Two such displays headed "Making the Most of Your Looks" and "Making the Most of Yourself" have been so successful in Cleveland as to lead to repeated use and to the publication of book lists. Another popular caption is "If You Could Only Cook." Obviously, jackets to be thus used should be accumulated over a series of years, and filed by subject.

Signs. Any library which is a working laboratory has need for endless signs. While the librarian must sometimes write or letter smaller ones in a hurry, and while labels for shelves giving subjects and numbers may be purchased from library supply houses together with convenient holders, pupils in art or mechanical drawing classes may be called upon for more ambitious signs.

In order not to have a hodgepodge, it will be well to use for most signs cardboard of some standard color. A greyish tan is good, for black lettering shows up well and the cardboard will not as readily show soil as will white cardboard.

Not only may the signs themselves be produced by pupils; there are several sorts of simple holders which may also be produced by pupil talent in shop or crafts classes. A very simple holder consists of a length of wood (2"x2"x8" approximately) into which a lengthwise slit has been sawed at a slight angle. The slit made by the saw serves to take the edge of the sign and hold it upright. The holder should be stained and finished to match library woodwork. Another sign holder is equally simple. It is nothing but a block of wood, or a box, the size of a thick book. The sign is pasted to what would be the back of the book, the whole being shelved like a book. Such signs are necessarily small, but they may serve to direct readers to other places, or to carry short typed lists. If made of heavy wood, or weighted, these sign holders may become **book ends**, carrying appropriate labels, lists, or bits of verse.

As for **lettering**, the case need not be hopeless even when funds are lacking from which to pay for expensive help, and a pupil skilled in the use of pen and ink cannot be found. Try the dime stores. There one discovers the letters of the alphabet some two inches in height cut from wood. These are excellent for short stand up signs and labels. Then there are worn-out picture books. These can be torn apart and the pictures and printed captions extracted for use in posters or on the bulletin board. From Dennison's can be had cardboard letters, and crepe paper for backgrounds, to say nothing of a variety of other inexpensive materials usable on occasion. (See further p.167.)

Lettering and signs suggest **slogans**,¹ which in turn suggest varied activities—English training in the use of catch words, advertising practice for commercial students, contests of va-

¹ Roberts, Ina. Slogans that circulate books. Author, 1730 North Edgemont St., Hollywood, California. 25 cents. 450 exhibit captions, grouped by subject.

rious sorts. The slogans may deal with such subjects as values in reading, library ethics, Book Week, world friendship through reading.

Lettering also suggests occasional ventures into library nonsense by way of **rimes and jingles**. Some of these will be written by pupils to satirize unethical or unmannerly library practices, to furnish amusement, and to provide necessary reminders for careless users of library property. They may be developed into posters. The librarian herself will have up her sleeve humorous or suggestive verses and paragraphs to be brought out when the occasion demands. Many such come to the surface in professional publications and are promptly copied or clipped. Here are a few sources:

BELLOC, HILAIRE. "A foreword." In Untermeyer, Louis. This singing world. Harcourt. ("Child, do not throw this book about," etc.)

CARNEGIE LIBRARY OF PITTSBURGH. Adventures of the book man: The sad story of a library book. Author.

FOSS, S. W. "Song of the library staff." In McNiece, J. S. The library and its workers. Wilson, 1929, p.13-16.

JAST, L. S. What happened to a library book. Bowker. (Poem with illustrations.)

MANSFIELD, VICTORIA. "The school library" (verses). Wilson Bulletin 10:249, December, 1935.

PEARSON, E. L. Old librarian's almanack. Elm Tree Press, 1909. (o.p. but may be found in older public libraries.)

PORTER, C. F., and RUSH, C. E. "Mr. Jooley on the library school." Library Journal 33:141-42, April, 1908. (Partly reprinted in Fargo, L. F. Marian-Martha. Dodd, 1936, p.206-8.)

Bulletin boards. It is presumed every library has not one, but several. However, new ones to meet special occasions are readily produced from bits of cork carpet or linoleum simply framed in the manual training shop, or from rectangles cut from the many types of composition wallboard now available. Wallboard with a fairly rough surface in tones of soft gray or tan is probably the best all-purpose material. It should be sufficiently soft so that thumb tacks can easily be used. Strips of such board can be mounted on easels (also made in the

manual training shop), can be lightly tacked over vacant shelving space, or even set upright on a chalk rail if the library is a made-over school room.

Exhibit cases and book racks are also presumed to be a part of the equipment of every school library.² They run all the way from glass door bookcases to simple rectangular structures of glass fitted over the top of a table like a hothouse frame. Newer buildings are providing sunken cases in corridor walls near the library doors. But makeshift arrangements are not to be overlooked—especially two or three vacant shelves with a poster above and books, hobbies or other items displayed below; or a table with an attractive sign, a bowl of flowers, inviting books and two or three chairs, may be all that is needed. The flower committee functions to provide the bouquet, the handwork on sign and holder represent the manual arts department, and the room committee has perhaps sought for or purchased a few chairs that are different.

With this the stage is pretty well set for our publicity program. We turn to special projects and enterprises and begin with exhibits.

EXHIBITS³

Under such captions as "Hobbies," "Book circus," etc., there have already been mentioned some of the most popular and significant of library exhibits. In connection with hobbies we shall not forget to utilize the empty shelving previously mentioned, especially towards the top of the case. Highest up on such shelving and out of reach will come the necessary poster or sign. Lower down, books—and the models, dolls, or collectors' items that go with them. Posters in such cases should be cut to sizes which will fit shelving units; i.e., 3 feet one way (or slightly over) to fill the space between two up-

² Fargo, L. F. *The library in the school*. 2d ed. A.L.A., 1933, p.269.

Ward, G. O. *Publicity for public libraries*. 2d ed. Wilson, 1935, chap. XIII.

³ For the librarian, probably the most useful material on exhibits is to be found in Ward, *op. cit.*, p.201-77.

rights, and with a depth varying from 10 to 12 inches to multiples of the same, according to how much shelf space is to be covered. (For examples of shelf exhibits, see *Wilson Bulletin* 6: 352, January, 1932.)

Cards of introduction are to be used with various types of displays made by pupils. Thus, when an eagle is drawn or modeled by a pupil to illustrate *The Adventures of Mr. Ramshaw*, and eagle and book are exhibited together, there appears also a card headed "Introducing (name of book and character)." This card also bears a note written and signed by the pupil in which he tells why he likes the book and recommends it to others.

Other gadgets, devices and materials worth knowing about because inexpensive and easily obtainable are:

Rubber bands, or red or white tape—to keep books open. The bands are snapped around the pages of the open book; the tape is tied around, or if the book is lying open on a flat surface, is merely stretched across and fastened down with thumb tacks at each side.

For backgrounds, there are show card paper, wall-paper (get discarded sample books or odd rolls free of charge), wrapping paper, painted wallboard, compo board, plywood, cloth, crepe paper. Wrapping paper covered with scrim or theatre gauze gives a moiré effect. Some prepare compo board by giving it a coat of flat white paint to make it waterproof, and nailing slats across top and bottom to prevent warping.

Soft cotton cord in various colors is excellent for spelling out captions or slogans. A heavy cord at about 15 cents a yard may be used for draping, but a lighter weight is better for spelling out words.

Corrugated paper such as is used in commercial window displays can be had ready for use in a variety of colors. But the same results may be obtained by carefully painting with poster color the corrugated paper used for packing purposes.

Colored dots, seals, stars, et cetera (see catalogs of the Denison Co.) are frequently mentioned in connection with contest publicity and are useful elsewhere.

In five and ten cent stores it is possible to find not only wooden letters, but sets of alphabets in heavy cardboard, including a set of numerals. The sum of eighty cents spent for such sets and a can of ivory enamel with which to paint them is said to provide something like 250 letters and numerals and the supporting stands which go with them. They appear the same as wooden letters, are uniform, and readily cleaned.

For figures, there are paper doll sets from the dime stores, or famous characters from books traced or cut out of old books. Figures traced from *Making an Orchestra* may be cut out of cardboard and arranged like a real orchestra. For Tom Sawyer and his fence, a picture of Tom was cut and mounted on real grass on which was a fence cut from berry boxes.

The ubiquitous book jacket, already frequently mentioned, should not be overlooked.

Shouting 'take me' the book covers of today act as barkers for books. Aside from their value in attracting, they have several other uses. After the edges begin to curl a bit and they become slightly worn they may be cut up and their several parts utilized as publicity aids.

The picture part may be pasted on mounting paper to make a poster, or used in the picture collection, or in the costume files. Many covers of books on other countries are decorated with figures in foreign costume. . . .

The blurbs are very useful for publicity and for answering the question—"What's it about?" They may be pasted in the book, or, if the librarian is too fastidious to want to do this she may keep them in a file or in a scrapbook.

The narrow strip that contains the name of the author, the title, and publisher can be cut to paste on stiff paper to make attractive book marks. . . .⁴

Materials in hand, let us start with some rather elaborate enterprises that combine many sorts of exhibits which might under other conditions be used independently.

Book fairs have always been popular in school libraries. But since the recent success of such enterprises carried on for

⁴ Jennings, Edith. "Book jacket hunches." *Wilson Bulletin* 10: 602, May, 1936.

adults as well as for children in some of our larger cities, the idea of the fair has received fresh impetus. (See further *A Magazine Fair*, p.174.)

As in other types of fairs, the idea is primarily that of display. For this reason, Book Week or an occasion near to Christmas when shops (and let us hope, school libraries) are swarming with new books offer suitable dates. By every possible method, books and other library materials are to be displayed in and about the library. Thus books not new are removed from regular shelves and gathered into attractive groups where they are publicized by signs, posters or pupil projects.

The very simplest "fair" utilizes library tables chiefly. On them are placed collections of books—hobby books, travel books, choice editions—with appropriate slogans or signs and accompanying exhibits that will help to arouse interest. (See exhibits described elsewhere as: Literary style show, Editions exhibit.) More elaborate booths may be constructed by erecting upright sticks beside a table, placing a cross beam above, and covering the whole with paper or cheap cloth. Streamers, signs, and posters are liberally used. Advertising materials in the form of lists may be distributed. The local bookstore or the Public Library may be willing to lend new titles to be displayed with signs such as "Why not books for gifts?" Bookish projects of every sort are featured: binding exhibits, bookplates, scrapbooks, personal libraries selected by pupils. Prizes consist of blue ribbons, etc. Concessions are in the form of scenes from books (acted, illustrated, done as stage sets). Or perhaps they are peep shows. **A peep show** may be arranged by placing on a properly illuminated library shelf behind a piece of cardboard (or a curtain) having a small aperture, some such exhibit as a scene from a book depicted with paper dolls; hobbies made from directions in books; an open book standing up with a character or object representing the book placed in front of the pages.

Instead of athletic contests, there are guessing games. Races, games and sideshows follow suggestions made elsewhere in this book under such headings as Contests, Games, and Auditorium.

Members of the library club or committee act as guides or barkers. There is much free material—lists for pupils and for parents, copies of a recent issue of a *Book Bulletin* published by the Library Club, or of the school paper featuring the library. There are book parades, character parades, and book auctions (which see). Prizes may be offered, preferably to rooms or groups rather than to individuals, and in the form of books or pictures rather than money.

In order to facilitate organization and distribute responsibility, certain school departments or organizations may undertake to sponsor special exhibits. Thus, the history department provides an exhibit of old or historic books; the print shop one on the development of printing; the senior literature class a display dealing with local literary shrines or authors.

Since the aim of the fair is to stimulate the reading of books and perhaps their purchase for personal libraries, effort should be directed towards making the books accessible; i.e., placing them within easy reach, leaving some open at lovely illustrations. If book jackets are shown separately from the books, it will be possible to allow handling of the books without dismantling the exhibit. Signs must be catchy. Not "Books about Hobbies," but, to borrow a book title, "Hobby Horses and How to Ride Them"; not "India," but "Where the Dawn Comes up like Thunder." In order to provide for some follow-up, tickets may be issued listing the names of exhibits. These tickets provide space for noting books which the ticket holder would like to read or purchase for his own library. It will be advantageous, also, to invite parents. (See back numbers of the *Wilson Bulletin* for detailed accounts of book fairs.)

Book carnivals are much like fairs, except that more is made of activities such as parades, dramatizations, characterizations and the like. Persons attending may even be requested to come costumed as book characters or made up to represent books (carrying a red boat model to represent *The Rubaiyat*, wearing a map of Europe around the body to represent *Inside Europe*.)

An international book fair features books from and about foreign countries. If the fair is held in an elementary school, lists such as the A.L.A. *Children's books from twelve countries* and the more recent *Children's books from foreign languages* by Ruth A. Hill and Elsa de Bondeli (Wilson, 1937) will be useful in selecting and identifying titles. Another list of value in the high school is the *International mind alcove booklist* (Carnegie Endowment. 405 W. 117th St., N. Y. City. 1 copy gratis.) While pictures and other art objects may well accompany the displays from each country, as suggested below, many books may be quite simply exhibited upon tables with appropriate signs indicating country of origin. More elaborately, booths are fitted up, and sideshows, peep shows and other concessions are utilized as described elsewhere. Much may be made of books illustrated by famous foreign artists.

If it is not possible to arrange separate exhibits for a considerable number of countries, displays may be consolidated for Europe, the Far East, Northern Lands, South America. The following suggestions for exhibits featuring special countries are largely taken from *Round the World Book Fair* issued by the National Association of Book Publishers, 1931:

Japan—A wide yellow streamer above the booth. Besides the library books, little Japanese books printed in characters and decorated by native artists available through bookstores are used. Japanese prints, tiny dolls, carved animals, a miniature dish garden.

France and Germany—fiction, travel books, medieval and modern history, costume plates.

Russia, India, Czechoslovakia, Africa, Italy—samples of native arts, handicrafts, photographs and pictures borrowed from parents and friends. Pupils in costume in charge of the booths or acting as guides.

America—books about Indians, American history, travel. Arrowheads, models, guide books.

Travel exhibits are as numerous and as varied as travel reading projects, which see. In one, a large map of the world is hung against the wall. Below it on a table are arranged dolls

of various nations from the school museum. Tiny colored streamers run from the dolls to the countries represented on the map. Beside each doll is placed a book about the country in question. The caption for the exhibit is: "See the world through books."

Literary picture maps (for list see *The standard catalog for high school libraries* under 700, Fine Arts) may be employed in a similar way, the streamers running from the title of the book on the map to a copy of the book itself. Frequently the *Mappe of fairyland* is simply spread out under a glass on a low table top where little folk can conveniently pore over it.

A Magic Highway to Adventure was suggested in connection with the 1937 Book Week slogan. While rather elaborate, it might be worked out as a school project. Essentially, it is as follows:

A chalk mural on a blackboard or a frieze in color is prepared as a backdrop for the book display. This backdrop shows a highway paved with books (book jackets?) Tall books serve as signs to mark the way stations, and throngs of boys and girls and book characters (paper dolls?) follow the highway to Adventure. Actual books are grouped below, around a series of way station signs: Picture Book Port, Fairy Tale Village, Frontier Post (tales of the West), Animals Wild and Mild, Land's End (sea stories), City of Heroes, Orient Point (tales of the Far East), Poetry Cove, Manhattan (or a local port), Road to the Past, European Detour, Nonsense Town, Explorer's Haven. Lists of the books displayed are available. They are entered under the same captions as the way stations.

A Three Generations Exhibit consists of books collected by pupils from family bookcases or treasured hiding places, plus some modern books liked by boys and girls. One group of books is labeled "What Our Grandparents Read," another "What Our Parents Read," and the third "What We Read." The names of the owners of old books should be attached or

lettered on cards to accompany the books. This exhibit may be tied in with library club activities or class projects involving the production of themes and newspaper articles on reading then and now. Old children's magazines will be of equal or more interest than the books and should be likewise sought for. When the exhibit has served its purpose in the school, it may be transferred to a store window, or the public library. Pupils should engage the interest of a newspaper reporter with a camera—or they may write up reports for insertion in the school paper. A further expansion of the project involves interviewing the donors of the old books and others as to their favorite books as young people. With a little steering as to the persons interviewed, worth-while lists of old favorites which are also modern favorites may be compiled.

A card catalog exhibit combining a poster, catalog cards and tray, and the book cataloged may be managed thus: Pupils make a poster in which an author card, a title card and a subject card (and an analytic card and a guide card too, if so desired) are shown under captions telling what they are. (See *So This is the catalog* pamphlet, H. W. Wilson, 10 cents, for ideas). The poster is placed above a shelf or a table bearing a catalog tray in which are to be found cards corresponding to the cards on the poster. Running between the cards on the poster and their duplicates in the tray are colored cords; and beside the tray lies the book cataloged, suggestively open at the title page.

The literary style show offers possibilities to pupils looking for ways to feature books. Its theme may be styles in books, styles in characters, or for older groups, styles in plot or subject matter. Depending upon the theme, the "show" may be arranged for a library display case, or as an auditorium pageant. For the display case, materials may be similar to those in the "Three Generations Exhibit" above. Or, with the aid of the printing department, the display may feature styles in type, format, and the like.

An editions exhibit is as follows: A few titles are chosen which, because they have become classics, are likely to be found in many homes. Titles well known to large groups of students are to be preferred—the Bible, Shakespeare, *Robinson Crusoe*, *King Arthur*, *Hans Brinker*, *Heidi*. The list is publicized through homeroom announcements, the school paper, English classes. Pupils are asked to search their home libraries and those of their friends for copies of the titles in question. To these are added library copies, and perhaps a few choice editions borrowed from outside sources. The Library Club, or a committee appointed for the purpose, helps the librarian to arrange the exhibit and to prepare labels giving interesting information about significant editions. The exhibit may be extended to include a few volumes on book collecting. It can easily function as an incentive for themes and oral compositions and a descriptive article in the school newspaper. If accompanied by a sign or a poster, "Why not take book collecting for a hobby?" the chances are it may start some pupil off on that delectable pursuit.

"Favorite Illustrators and Their Work" may be the caption for an exhibit utilizing bulletin boards and glass exhibit cases. It is made up of examples of the works of well-known illustrators. Sources are illustrated books, publishers' catalogs, clippings from book reviewing magazines like the *Herald Tribune Books*, plates from discarded books. In case the exhibit is as ambitious as the one described by Marian A. Webb in the *Wilson Bulletin* 12:94-95, October, 1937, publishers and even the illustrators themselves may be solicited for photographs, drawings and biographical notes. Unless, however, the exhibit is to reach a wider audience than the individual school affords, outside contributions should probably not be sought—except for materials available through the public library. The display of illustrations with names of illustrators attached may be followed by one in which the names are *not* given and pupils engage in an identification contest. A simple mimeographed sheet bearing numbers corresponding to numbers on

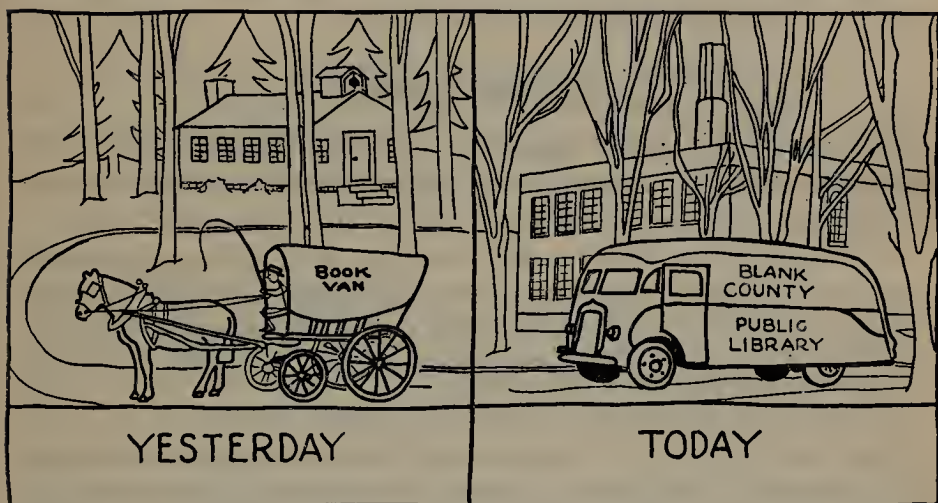
the illustrations will be filled in with names of the illustrators by each contestant. These sheets may be checked by the children themselves when provided with a key.

An exhibit of old or little known magazines or newspapers makes a project worth considering. Pupils bring them from home or are encouraged to search for them in old book shops. The public library may perhaps be drawn upon. Along with the actual magazines may be displayed facsimiles found in historic source books. The project may lead into the preparation of themes or articles for the school paper covering the history of the periodicals exhibited, or interesting facts about editors and contributors. An old volume of *St. Nicholas* might eventuate in an article about "When Mother was in Pinafores"; McClure's might take some young historian into the "muck-raking" era with its outstanding personalities like Ida Tarbell and Lincoln Steffens. Perhaps some pupil will come bearing a copy of *The Philistine*—which of course introduces Elbert Hubbard and the Aurora experiment.

A magazine fair carries the above idea further by providing exhibits of magazines classified as to subject field, interests and ages. Sample copies of desirable magazines not in the library may be obtained from friends, second-hand shops, or the publishers themselves. The pupils in charge of each booth (i.e., each subject field) should try to "sell" their magazines to visitors. In line with best practice in advertising, sales talks should stick to the facts. They should be carefully prepared in advance with the aid of the librarian or English teachers, and by personal examination of the magazines themselves. Undesirable periodicals should of course not be pushed.

A book house. The roughly-built framework of a miniature house is covered with book jackets to simulate the idea of living with books. If the jackets are chosen with care, pupils will use the exhibit as a visual catalog. (For elaboration of the book house idea see p.64-65).

A **book van** based on Morley's *Parnassus on wheels* may be made in replica, a library table being used as a base. Probably the van will be chiefly a matter of painted wallboard, but it will be so developed as to allow the display of a generous number of books and book jackets. A pupil "salesman" will



be in charge. In similar fashion, Fjeril Hess's *Sandra's cellar* may be used as the background for a display.

Old books in new jackets. If the librarian saves book jackets after they have been used for exhibit purposes, she may turn them over to a pupil committee with instructions to hunt the books. If, when found on the shelves, the books appear to be dingy or unattractive, the further instructions are to reclothe them in their jackets and to letter the call numbers on the jackets. This done, the volumes are displayed like new books on exhibit racks or tables—and circulation grows apace, so say those who have tried the plan.

This device suggests that **rebound books** may be successfully exhibited—especially if the library is wise enough to patronize a bindery which makes a point of attractive as well as of substantial binding. A good many binderies are now reproducing original cover designs.

Favorite book exhibit. Each room of an elementary school, or each homeroom of a high school, makes a collection of favorite books—lent for the occasion by pupils. The collections are judged by a committee on the basis of the outstanding quality of the books exhibited, and a prize or honorable mention goes to the room exhibiting the best collection. (For other favorite book exhibits, see p.138.)

BULLETIN BOARDS

The functions and management of the bulletin board as set forth by school librarians and others have been summarized as follows:⁵

If the bulletin board is to be of service to the library it should have definite "tasks" to make it useful. Therefore it should display and advertize new books, post current event clippings of world news, announce local events such as club or lecture meetings, and notify teachers and students of school news.

But more than this, the bulletin board has silently to "sell" its information by being in a convenient location, by having attractive arrangements of displays, by having a singleness of purpose, and by having balance. Certain techniques in administering a bulletin board will accomplish these purposes. The bulletin board should be rectangular in structure and made of cork with a neutral-colored background. The margins of the displays should be even and conform to the pull of gravity.

Poster displays on bulletin boards are an outgrowth of World War propaganda. They convey more meaning to more people than any other kind of instruction both in the useful posters giving general instructions and the attractive picture poster with catch phrasings. Attractive book jacket posters are made more effective by using fewer jackets in definite and simple pattern arrangements. Picture posters are backed with some harmonious color chosen from the picture and phrased with catchwords which are inclusive enough to convey meaning yet short enough to allow the reader to grasp the idea in a momentary glance.

Bulletin board displays regardless of their purpose should be seasonal and current. Newspaper clippings should be changed daily. Posters about Lincoln, Thanksgiving and Christmas, displays illustrative of material for units in classroom curriculum, and a display

⁵ Robins, Jean. Part of summer project at School of Library Science, Western Reserve University, 1937.

of garden book jackets for spring should be all budgeted in a bulletin board schedule, and be arranged to excite the observer's curiosity.

From another source⁶ comes additional practical advice:

The bulletin board must speak for itself. It must command the attention of the patron by its carefully thought-out attraction, and it must hold the attention until the whole of the message has been absorbed.

The problem of bulletin board arrangement, the same author goes on, is identical with that of poster design. Hence study of rules for arrangement in posters is essential. A gold mine of information about lettering and layout, she adds, is Ross F. George's *Speedball's textbook*, obtainable at supply stores for 50 cents.

Any group or organization taking over a library bulletin board should be provided with a box into which interested pupils may drop materials which they think suitable for display. From time to time a committee sorts these materials, selecting what can be used. A notice on the box, which may be stationed in the office or the library, should indicate what kind of clippings, cartoons, pictures, etc., are desired. It should also inform pupils that the source of each clipping is to be penciled upon it.

Meeting with the librarian, the sponsoring group should work out a schedule for bulletin board changes—every day in the case of current events, twice a week, once a week for other matters. This schedule must be rigorously adhered to, for an out-of-date bulletin board is worse than useless. Neatness must be emphasized and the possibilities of artistic arrangement pointed out—perhaps with reference to books on poster displays—or with the suggestion that the art department may be looked to for advice.

Pictures used on the bulletin board in connection with various displays may be advertised by notations to the effect that they may be borrowed for class use after a certain date. This also advertises the vertical file.

⁶ Fleury, B. F. "The bulletin board—its significance to the library." *Library Journal* 61: 907-8, December 1, 1936.

Topics for bulletin board displays to be arranged by pupils are indirectly indicated above. They have also been suggested throughout the book in connection with all sorts of enterprises. Only a few are added at this point.

Best sellers of this month or this year. Clippings, book jackets, portraits of the authors are used here.

Prize winners. Pulitzer prize books, Newbery medal books, and others. Newspaper clippings, reviews, portraits.

Reading Lists You Ought to Know About is the caption for a bulletin board on which are displayed Boy Scout lists, lists made by famous people, lists on subjects close to the hearts of boys and girls.

Books Rare and Strange heads a display made up of clippings and pictures featuring such items as the biggest book, the littlest book, books written on clay, talking books, books for the blind.

Tips on periodical reading. Pupils prepare notes on articles, and post, together with the date of issue. (See also p.46.)

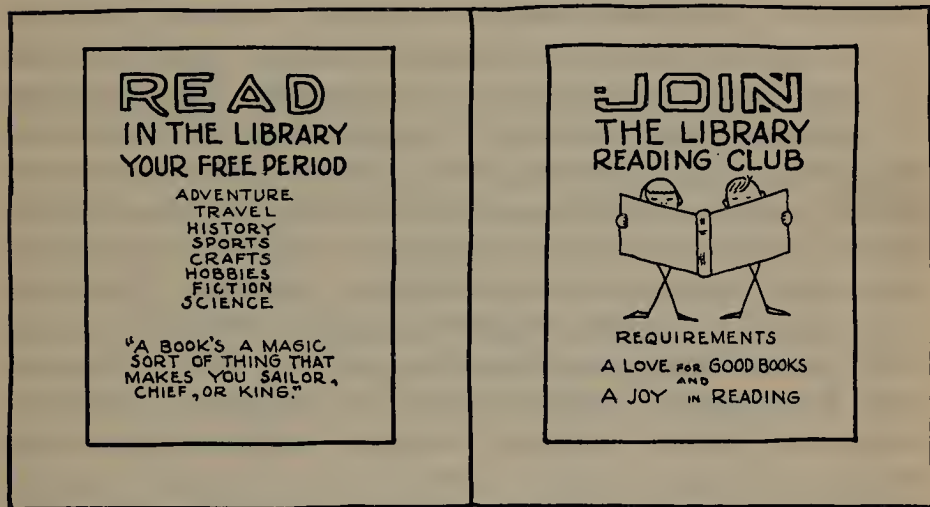
Favorite poems of the pupils themselves may be posted a few at a time and voted upon by the school or class groups. If not too long, the winning poems may be turned over to an art class for illumination or lettering in poster form.

A Believe it or Not project has possibilities for the bulletin board. Pupils write brief notes on the most astonishing facts they have come across in their reading. The source for the information is added to each note, which is then displayed on the bulletin board under the above heading for a week or so. When a number of notes have been collected, they may be printed in the school paper, or even the community newspaper, under some such heading as "Ripley Juniors." Or they may be made the basis of an "Ask me Another" game.

POSTERS

Posters and bulletin boards are closely related—if for no other reason than that a poster often comprises the entire display featured on a bulletin board.

The function of library posters is ostensibly to advertise



library wares, or to publicize desirable quotations, attitudes, routines, and the like. But another function is undoubtedly that of adding to the attractiveness and bookish atmosphere of the library.

On the side of advertising, some librarians are convinced that little impression is made save upon those who prepare the posters, thus unconsciously imbibing desirable information or attitudes, or upon the few students who are always on the alert for any new thing. It is therefore argued that to make the poster widely effective something like a contest in which the poster features is greatly to be desired.

Just how far the rather pessimistic conviction of these librarians is borne out by the facts it is hard to tell. Much more may be stored away in pupil minds than appears upon the surface or results in immediate book borrowing. But the fact remains that the greater the number who participate in poster making, or in activities such as contests centering in them,

the better the chances are that the posters will fulfil a utilitarian as well as an artistic purpose. As an example of wide participation, see under Contests (p.142-43, 144).

Not every librarian is an artist—a fact which emphasizes the need for, as well as the values in, pupil projects in poster-making. Of course, many posters may be purchased from firms such as H. W. Wilson Company, Gaylord Brothers, Syracuse, N. Y., and the Democrat Printing Company, Madison, Wis., for small sums, thus saving time and energy. Also, gorgeous travel posters may be had gratis from railroad and steamship companies; and the literary picture maps mentioned elsewhere (p.171) may be treated as posters. But for obvious reasons, pupil-made posters carry more interest; and they create desirable relationships between library and students. The librarian's part is to suggest pertinent and timely themes; to hoard items useful in poster making such as book jackets, illustrations from printed catalogs and other materials; to indicate spaces and possibly materials, as when a window ledge is the only possible place where books can be displayed and the poster must be made of rice paper or other transparent material attached to the glass of the window above. She may also call attention to books and pamphlets on poster making, such as those listed below or in the *Standard catalog for high school libraries*. If the poster is to be produced under the direct supervision of the art instructor, the librarian presumably keeps hands off of everything connected with technique. But if the pupil is working on his own, it may be necessary to urge the virtues of simplicity. "Fewer words (and snappier) and an avoidance of fancy lettering will help to make them effective. Color in paper, illustration, or lettering will add interest"—so says Marie D. Loizeaux in her little *Publicity primer* for libraries (Wilson, 1927), which both librarian and pupil assistants will find worth reading. Jeanette E. Perkins's *Amateur poster making* (Pilgrim Press, 1924) is also recommended because it is written for the unskilled and is inexpensive.

Since library poster making follows the rules for poster making available through sources mentioned above, and also

because the great majority of posters are made for particular occasions or in connection with specific projects, such as are discussed elsewhere in this book, only two or three descriptions of library posters are given at this point. Further examples are to be found in nearly every issue of the *Wilson Bulletin* and in many numbers of the *Library Journal*.

Poems dealing with books and reading, when lettered or illuminated by pupils who know how to do such work skillfully, are attractive in any library. (See also p.178.) Indexes to poetry and quotations, commonly available in all good reference collections, may be used to locate appropriate material; or the librarian may come upon usable items in the course of her professional reading, in which case she clips or copies and files them away for future use. Thus Arthur Guiterman's little stanza on "What a new book thinks about" is filched from his "*Gaily the troubadour*" and later made into a poster to accompany a display of new titles.

A Christmas tree in poster form is economical of time and space. One such tree was cut from crepe paper and rose from a bright red pot, also of crepe paper. Decorations consisted partly of the colored thumb tacks used to attach the tree to the bulletin board. The branches were loaded with miniature replicas of book jackets, made by pupils, and introducing for the most part, new books.

Foreign language posters. In a school with many foreign pupils, posters in Italian, Polish, etc., can be placed throughout the building bearing the question "Do You Know Your Library?" They create interest among pupils who do not know the languages as well as among those who do. The project also has obvious social values. (See also p.70.)

HOLIDAYS AND SPECIAL OCCASIONS

These are seized upon by the library as unique opportunities for publicity. For the most part the methods are those already

described. Exhibits feature subject matter pertinent to the occasion. Washington's Birthday calls for patriotic posters, displays of books on colonial life, perhaps a showing of colonial costume plates. Education Week, Health Week, Thrift Week—all offer opportunity for posters, lists and characteristic exhibits.

A calendar of eventful days and weeks will be found a great convenience by both librarian and assisting pupils.⁷ Kept on the librarian's desk, it serves as a reminder and encourages that planning ahead which helps to keep publicity running smoothly. It should be made up for a semester or a year in advance, with an eye to the school program as well as to coming events. One thing that is always disconcerting in the library is to have an event break without warning. In many cases this cannot be prevented. But the calendar gives the librarian an excellent excuse for visiting the principal's office with a request for advance information; or it may provide a chance to speak in faculty meeting to the same point.

Christmas may be taken as an example of holiday celebration, since it is invariably made much of in the library, both for its own sake and because of its implications in the direction of books as gifts. For suggestions along the latter line see under Book fairs, Book buying, etc. Within the library, Christmas suggests such activities on the part of pupils as search through anthologies and song books for carols and verses to be illuminated (or sung) and displayed with the literature of the season; the erection of a library tree bearing on its boughs an assortment of book jackets having disposed around its base books suggested for Christmas buying (see also p.187); another tree hung with imitation books made of paper folders with jackets or advertising material pasted on the outside and interesting comments written on the inside. In order to en-

⁷ The following will be extremely useful in making up such a calendar:
Fish, H. D. "Children's almanac of books and holidays." In Kunitz, S. J., and Haycraft, Howard. Junior book of authors. Wilson, 1934. Appendix. Also published separately by Stokes.

Hazeltine, M. E. Anniversaries and holidays. A.L.A., 1928.

Kane, J. N. Famous first facts. Wilson, 1933.

courage the purchase of better books at the dime stores and other "cheap" book dispensaries, it may be agreed that no volume which cannot be had for 50 cents or less is to be included.

Seasonal exhibits are always worth while. Here are two which are suggestive in their use of simple but rather unusual materials, in the last case selected wholly by the pupils themselves.

This month's exhibit on "Gardening" attains a striking and colorful effect at a minimum expense (65c). Three feet of wire fencing, painted white, surrounds four bunches of artificial yellow flowers, set in holders which are concealed by a piece of black paper. The background, a 4'x3' piece of compo board, is painted green with a blue sky above. The lettering is added with black poster color. Books on gardening and horticulture, in their original bright jackets, and a few small garden tools from the ten cent store complete the picture. (*Wilson Bulletin* 9:69, October, 1934.)

When the first warm days of spring came, a group of sixth grade boys asked if they might arrange a display of spring activities. They made a list of things of interest, collected them, and arranged their material at the top of the display case. They mounted a poem about spring, and an appropriate picture, some newspaper clippings about spring sports, and the word SPRING in large letters. Below these they placed some bird books, a book on plants, a pamphlet on kite-making, a boy's handbook, a copy of the Nature Magazine and a book on gardening. (*A.L.A. Leads*, No.10.)

Know Your Library Week suggests activities such as: an "open house," teachers being invited through the daily school bulletin to come with their classes; the making of bookmarks and their distribution to visiting pupils from the library desk; visits to the public library and the pushing of pupil membership there; the making of posters and slogans dealing with library resources and the values in reading.

A health week exhibit as described below is illustrative of what may be planned for special occasions, the posters or other objects used being secured through agencies outside the school

or prepared in cooperation with interested groups within the school—in this case the home economics or physical education department, or both.

Various colorful posters showing the relation of milk to health, centered about one, depicting a huge bottle of milk with food value analyzed, and underneath it three links with the message of health, milk, and happiness. . . . Books on health, and pamphlets for free distribution were on display also. By far the most popular number was: *Slimming safely* prepared by Dr. Shirley W. Wynne, commissioner of health in New York City. (*A.L.A. Bulletin* 29:190, August, 1935.)

For additional ideas concerning special “weeks” consult current educational periodicals and activity books.

PUBLICITY DIRECTED TO THE COMMUNITY

Pupils may do a great deal to bring about cooperation and a spirit of warm-hearted cooperation between the school library and the community outside the school.

In general, activities directed to these ends take two forms: (a) they bring parents and interested friends to the school library where they may see for themselves what the library is doing; or (b) they extend the library’s influence into the home by securing the intelligent cooperation of parents in the matter of the personal reading of their boys and girls.

Many of the auditorium and club programs and exhibits already described accomplish the first of the above purposes if attendance on the part of parents is solicited. Under the heading *Personal Libraries* (see p.129-33) much has been suggested along the second line. But there remain a few other enterprises which are so specifically directed at the community outside the school that they are separately described below.

Social gatherings for parents, faculty, and friends of the library may be planned by pupil groups, or by the librarian assisted by pupils. Parent-Teacher organizations will usually respond to an invitation to a library tea; other groups may be entertained in the evening—perhaps on the occasion of the

school "open house." (See below.) Besides helping with the refreshments, pupils should be encouraged to prepare demonstrations of how they use the library, and they may act as guides in explaining and showing off the library to visitors. If the affair is a part of a general school entertainment, invitations will be included in the general publicity. But when the library alone is entertaining, pupils write special invitations or carry home printed announcements prepared by the print shop or mimeographing department.

Open house. The custom very generally followed by schools of holding an "open house" or "parents' night" at least once a year for parents and friends offers many opportunities to the library, not only for publicity, but for parent guidance in the difficult art of book selection.

Publicity divides itself into three main channels: that which clarifies the actual work of the library, especially in its relation to varying aspects of the school program; publicity tending to win support for the library, financial and other; and book publicity.

Library projects, actually in process, or shown through exhibits of printed materials and the units of school work they serve to implement are useful. Thus, members of the pupil library staff may be discovered at work mounting pictures or labeling books. Or a project involving study of the local milk supply may be represented by milk bottles, posters and pictures, state and federal bulletins, magazine articles open at the page, and the inevitable books, to say nothing of a catalog drawer open at the heading "Milk." (See also p.186.) Graphic charts showing library use, the circulation of books compared with other years, the comparatively small cost of library service—these too are useful. Ideas for them may be obtained from the simple examples often found in the *American Library Association Bulletin*. They can be worked out by students who are studying advertising, or by others who are merely capable of doing good pen work under the direction of the librarian.

As for parents, they may be helped to choose worthwhile books as gifts through exhibits of inexpensive editions, new books, and books on subjects known to be of interest to boys and girls. Pupil attendants may distribute lists, or answer such questions as "What is that book about?"

The activities described above are suggestive only. Obviously, it is not necessary to detail all the possibilities for "open house." On practically every page of the present book are activities which may be adapted to such occasions. In one school it was agreed that the best way to demonstrate to parents how a library was run was to leave the library room in its customary after-school disorder. When the parents arrived the library committee came with them and immediately went to work shelving books, straightening files, counting circulation, and performing other tasks. Groups of interested adults looked on or were told by the pupils themselves why each process was necessary and useful.

A book sale. This is a genuine selling enterprise carried on in a community without a local bookstore, the books being secured through a jobber or nearby bookstore. The occasion is a library tea held during Book Week or close to the Christmas season.

The books are chosen from lists suggested by librarian and teachers with an eye to the interests of high school pupils and their younger brothers and sisters. They are offered for sale at regular retail prices. Pupils acting as salespersons are dressed to represent book characters and have made themselves familiar with the books to be sold. Profits from the sale are applied to the purchase of books for the school library; but, more important than possible profits is the opportunity presented to encourage the purchase of worthwhile literature. One school which placed such a book sale in charge of its Freshman English classes has reported the purchase of many lovely picture books as Christmas gifts for younger brothers and sisters. In this school orders were taken when the initial stock of books ran out.

A What We Like to Read Program can be staged either by older or younger groups. It consists of a symposium in which pupils talk about their own reading interests, and is accompanied by displays of worthwhile books and magazines. The pupils participating should be enthusiastic readers of varied kinds of literature. The aim of the program is to guide puzzled parents who do not know what reading to provide. A suggested caption for this program if given during Book Week is, "Candidates for a Place Under the Christmas Tree."

Books most enjoyed by adults in their youth in comparison with the reading of present-day boys and girls is a field treated in several projects described in this book. (See p.86.) However the comparison of old and new books is made, whether by posting the choices of prominent persons or by having all fathers and mothers who are willing vote on their childhood book favorites, such an activity is bound to lead to valuable discussion and to a greater degree of community interest and cooperation in the matter of reading guidance.

How the library contributes to the goals of education may be developed as a pageant or a series of original speeches. Using as a background some such statement as *The Seven Cardinal Principles*,⁸ various pupils prepare speeches showing how the library contributes to health, civic education, worthy use of leisure, and so on. For example, the pupil covering health might divide his speech into two parts—public health and personal health. Under the first head would come the library's function in making available leaflets, reports, statistics, pictures and books dealing with sanitation, the prevention of disease, and health agencies. Under the second head, mention would be made of books on games and sports, of out-of-door magazines, of "posture" posters, of articles on personal regimen, of bulletins and exhibits dealing with proper food, ventilation, and allied subjects. The speaker might end by

⁸ Fargo, *op. cit.*, Chapter I, discusses the "Principles" in relation to the school library.

announcing the titles of a few useful books on such topics as "How to Become Strong" or "How to be an Intelligent Football Fan."

A program like the above may prove to be useful publicity in quarters outside of the school where the functions of the



library are not well understood. It might therefore be presented before the Rotary Club or at a Parent-Teachers meeting.

Store window displays. School librarians, school art departments, and library clubs may cooperate in making book displays in downtown stores as a Book Week activity. Such a project should be of especial interest to classes in commercial art, and it will certainly be of value to parents looking for clues as to what to buy. The books must be carefully selected. Some of the ideas developed under Personal Libraries (p.129-33) may be used; i.e., the window may set forth titles selected by pupils (under guidance) for a model home library.

Book showers. This type of enterprise has so many objectionable aspects that it is listed more by way of caution than as a desirable activity. The chief difficulties are: first, the proportion of wholly unsuitable books received is overwhelmingly

greater than desirable acquisitions; and second, the shower fosters the idea that the library is a charity rather than an essential link in the educational program. For the most part, then, showers had better be resorted to only when no other method of getting books, or raising money for books, can be devised. If a shower must be planned, the library should be safeguarded by wide publicity to the effect that no obligation is assumed to place on library shelves the books offered—they may be given to other institutions, sold to second-hand dealers, or even sold for waste paper. A further safeguard is to make up and publish in advance lists of titles which the library needs and can use, together with the suggestion that interested persons or organizations select from the list and purchase wanted titles.

Thus safeguarded, a shower may be undertaken—if not with great hopes of valuable gifts, at least with some assurance the library shelves will not be flooded with worthless or worn out books. At every step, pupils may help in the carrying out of the plan.

The collection of old magazines and waste paper is at many points related to the book shower. Both magazines and newspapers, if collected at all, should be primarily accumulated with the idea of sale. If the library makes known its wants by listing periodical titles specifically desired, it may, with the active cooperation of the boys and girls, secure a good many issues valuable for binding or for clipping. But even under the best of conditions, the wholesale collection of old magazines brings in a surprising amount of trash and of titles heavily duplicated because they are the ones most commonly subscribed for. If there is a local market for waste paper, such items can perhaps be baled and sold and the money applied to the purchase of books. But here again there are problems: of dirt, of storage space, and of possible competition with persons who make a living by collecting such materials. All such matters may well be considered before the enterprise is launched in the library.

MOVIES AND RADIO

In the face of a rapidly growing tendency to use both of these modern agencies in the interest of education, the question arises as to what part the school library is to play.

The literature of the subject indicates that the library is playing a very important part. It is consistently taking advantage of the motivation for reading provided through the motion picture. "See the Movie—Read the Book" is a caption that has great significance, and we shall set forth a little further on some of the ways in which pupils may participate in the publicity which leads to reading thus motivated. But the reading itself is the activity of first importance for pupils. Outside of this, the program of activities relating to movies is primarily a librarian function rather than a pupil enterprise.

Parenthetically it may be stated that the librarian interested in carrying out such a program will find food for thought and an abundance of practical suggestions in an increasing number of magazine articles devoted to the subject.⁹ But the present volume being dedicated to pupil activity rather than to librarian enterprises, we record only a few motion picture projects, for not many besides reading appear so far to have been developed in the pupil field.

When we come to the radio, the same paucity of pupil enterprises (other than listening in) is met with. Elsewhere has been mentioned the "public address system" (p.105, 106) and its use within the school by library-minded pupils. Specifically, it may be utilized for such matters as: an address of welcome to the library at the beginning of the semester; announcements of library displays; reviews of books; interviews with the public librarian and others; announcements covering library materials and services. But this is not what we ordinarily mean by radio; and as far as the commercial radio broadcast is concerned, the librarian merely welcomes the possible stimulus to reading,

⁹ Hurley, R. J. "What about the movies?" *Library Journal* 61:639-40, September, 1936. Many helpful suggestions are packed into this short article, and reference is made in an annotated bibliography to outstanding sources of information.

responding with lists, and personal suggestions when requested.

However, there are a few ways (see p.193-94) in which radio activities are being pushed—and by pupils—though not many school libraries appear to have moved very far in this direction.

Turning to specific pupil activities in the fields of radio and the movies we have:

The movie corner. Richard Hurley¹⁰ suggests a corner devoted to motion picture publicity. Here are displayed stills,¹¹ movie guides, illustrative materials, a schedule of present showings, a checklist of desirable pictures, reviews of outstanding pictures, lists of related reading materials—and books, both novels and the nonfiction volumes from which the pictures have been derived—and other reading pertinent to the plot or subject.

A few principles to be followed in such publicity may be stated:

Feature only books having to do with worthwhile films.

Feature connecting biographies, essays, travel, history, poetry, etc.—not simply the novel or the play itself.

Time for publicity: before, during, and after the film is shown.

Use scene stills rather than star stills. They connect better with books. Exceptions to this are: stars in costume, or so important as actors that books have been written about them.

Without question, the taste and good judgment of the librarian are essential to the selection of the motion pictures to be publicized and to the choice of stills, lists, et cetera. But a little thought suggests that there is a good deal that pupils themselves can contribute to the success of the "movie corner." They can locate, collect and clip reviews and announcements, and check current shows against recommended titles and re-

¹⁰ Hurley, *op. cit.*

¹¹ Stills may sometimes be obtained gratis from a local picture house, especially if the request is made preceding rather than after the showing of a picture, since the motion picture house naturally appreciates advance publicity. (See Block, Maxine. "Aids to motion picture appreciation." *Wilson Bulletin* 11:693, June, 1937.) The stills of a number of current or late outstanding pictures are now sold in packages of 10 to 12 for one dollar by the Motion Picture Producers and Distributors of America, 28 W. 44th St., N. Y. City. Write them for lists, or look for the same in issues of *The Motion Picture and the Family*.

views found in *The Motion Picture and the Family* magazine, and the *Motion Picture Review Digest*, the latter probably available at the public library if too expensive for the school. By virtue of such activity, they can help to maintain on the bulletin board a weekly list of recommended titles. They may also sponsor or assist in the publicizing of worthwhile motion pictures through the auditorium (reviews, simulated interviews with actors and producers, etc.) and through exhibits as suggested in the next paragraph.

Motion picture exhibits.¹² As an example of such an exhibit we again quote from Richard Hurley:

Using the *Tale of Two Cities* as an example, we had a large number of stills from the local management, an old map of Paris at the time of the Reign of Terror with the Bastille and other points indicated, a mob-cap of red oaktag labelled "Liberté, Fraternité, Egalité," and pertinent books and pictures of the times. The theme of certain pictures is often of common appeal as *Captain Blood* (pirates), *Virginian* (cowboys), *Mutiny on the Bounty* (ships), *Voice of Bugle Ann* (dogs), and *Oregon Trail* (covered wagon days).¹³

To Mr. Hurley's list may already be added the *Life of Louis Pasteur* (control of disease), *Zola* (French history), and *Wells-Fargo* (communication). It may be added that materials (books, pictures, pamphlets) for exhibit and bulletin board use are suggested for outstanding current pictures in the "Grist for the Librarian's Mill" column of the *Motion Picture and the Family*.

Library films. At the present time there is available a considerable number of educational films dealing with library processes, the use of library tools, and the production of books. Some of these films have been made cooperatively by pupils and librarians who wrote the scripts and enacted the necessary scenes. With the aid of the candid camera such activities can

¹² Panel exhibits are sent gratis to schools by the Motion Picture Producers and Distributors of America, 28 W. 44th St., N. Y. City.

¹³ Hurley, *op. cit.*, p.640.

be undertaken in any school, the results being featured in the school auditorium, or as a part of the program for Parents' Night. Or films already in existence may be rented and presented in the auditorium, pupils taking charge of the introductory publicity. A list of available films is appended at the end of this chapter; but the librarian should watch educational and library publications and motion picture guides for announcements of new films. Any list is likely to be out of date by the time it is published.

A movie reading contest. Again we quote: "We compiled a list of 100 pictures of definite literary value, shown within the last eighteen months. At the left of each picture title and its corresponding literary work, we placed a checking device. Single check for pictures seen, double check for pictures seen and books read, 'X' for books read but picture not seen. How high is the score for each column? How do the columns compare in score? Mimeograph copies for each student and by making a game of it, well—just try it!"¹⁴

A listener's guide. If the library is on the mailing list of the National Broadcasting Company to receive (free of charge) their monthly *Educational Bulletin* it will have advance announcements of many interesting programs.¹⁵ The current bulletin may be posted on a convenient bulletin board by the librarian, and the matter allowed to rest there. But if a pupil committee looks over the announcements, investigates them, and either checks the list or makes personal recommendations on a bulletin board as to programs worth hearing, the effect will be more far-reaching. Such an activity suggests the one below.

Radio follow-up. Pupil groups are encouraged to report to the librarian programs in which they have become interested by

¹⁴ Hurley, *loc. cit.*

¹⁵ Secure also announcements from special organizations or agencies such as the Smithsonian Institution's *The world is yours* (with suggestions for reading).

listening in: symphony concerts, dramatic cycles, economic or scientific programs. Together with the librarian they then engage in a search for follow-up reading, and, if the interest is general, as in the case of broadcasts listened to within the school itself, in arranging exhibits of such reading materials. Many times the materials are available in pamphlet form through the organizations sponsoring the programs, being announced at the close of each broadcast. The library should secure the pamphlets. Sometimes the follow-up is through books—a high school boy listens to the Zenith Foundation experimental programs in thought transference and eagerly reads Rhine's *New frontiers of the mind*.

NEWSPAPER PUBLICITY

This is of two principal sorts: publicity through school publications, and publicity through community news sheets.

If pupils about to prepare items for either type of publication are not already enrolled in classes in journalism, they should be encouraged to make careful use of such texts or other helps (see Loizeaux, M. *Publicity primer*) on news writing as may be found on the library shelves, for journalism has its own rules, only a few of which can be suggested here. We quote:

In the upper left hand corner of the page should be typewritten the writer's name and address. Also at the top give the date for the release. [Especially necessary if the story has to do with an exhibit or some special occasion.] This may be either "for immediate release" or for a date in the future. Start writing the story half way down this page. This is to allow space for the editor to write his instructions on it and in some cases for the copy editor to write the headlines. At the end of the story place a "finish mark" (#) or write "end" or "30." Never write anything single space. . . . Make your paragraphs short—never more than ten or twelve lines of typewriting. The three cardinal rules . . . are accuracy, clarity, and brevity. . . . Avoid all attempts at so-called fine writing and flowery phrasing. . . . Simple, straightforward English with simple words and sentences [are best].¹⁶

¹⁶ Surguy, Henry. "Library publicity from the newspaper standpoint." *Library Journal* 57:696. September 1, 1932.

The school newspaper as a channel for library publicity is mentioned in this book in a great variety of connections. But besides featuring library columns, cartoons, photographs of the library in action snapped by pupils, book reviews, contests and what not, an entire issue once a year may be devoted to the library, its resources, personnel, problems and accomplishments. Probably the library club or committee will have a good deal to do with such a project. Still, it may not be a bad idea to have the regular news staff put it over. It may acquaint some of them with library services and materials they previously had no idea existed.

A Book Week newspaper is frequently suggested as a means of publicizing worthwhile books and their authors. Items suggested for inclusion include: notes about authors and illustrators, especially recent ones; book reviews; announcements of prize winning books; cartoons; rimes and jingles with a bookish twist; announcements of exhibits in the school library and the public library. If the school issues no bona fide school paper offering possibilities for a special Book Week number, a so-called "newspaper" may be typed and mimeographed for distribution within the school; or it may be exhibited on a bulletin board, in a down-town store window, in a book-shop, or perhaps in the public library.

They Asked the Library is a column sponsored by the Toledo Public Library in one of the city newspapers. The idea could also be carried out in a school paper. Using as a basis curious or unusual questions asked at the desk, the reporter writes an article, partly serious and partly entertaining, which not only suggests the answer but also directs attention to the library books used. Thus the question "Why can't a man dig through to China?" became the occasion for introducing Garbedian's *Major mysteries of science*.

Items Which are School Library News. This is the title of Leads no. 12, published gratis by the American Library Asso-

ciation. As illustrative of the items there listed, the following have been selected at random:

Dust and Books Fly—Students Clean Library
 Everybody Uses Library, and How!
 Library Gain Is Shown at High School
 Library Has Books Revealing Unusual Dedication Pages
 Students Here Great Readers
 Pages from Ancient Books Are Owned by Lew Wallace School
 Uncle Remus Says . . .
 What Have You Read?
 Between the Leaves
 Book-Hounds Meet
 Book Contest Starts Today in Library
 Can You Answer . . . ?
 Don Your Thinking Cap (scrambled titles)
 Library Sponsors Corridor Display
 Library Staff Holds Open House
 Books that the Seniors Like

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Publicity

- AMERICAN LIBRARY ASSOCIATION PUBLICITY COMMITTEE. 100 items which are school library news. A.L.A., 1937. (Leads, No.12) Mimeographed—gratis.
- AMERICAN LIBRARY ASSOCIATION PUBLICITY COMMITTEE. Posters, publicity aids and decorative material. A.L.A., 1932. (Leads, No.7) Mimeographed—gratis.
- AMERICAN LIBRARY ASSOCIATION PUBLICITY DIVISION. Display materials. A.L.A. Mimeographed—gratis.
- LOIZEAUX, M. D. Publicity primer. Wilson, 1937. Deals with principles of library publicity.
- NORTH CAROLINA SUPERINTENDENT OF PUBLIC INSTRUCTION. North Carolina school library handbook. 1937, p.95-97. (Publication 197.) Suggestions for fairs and carnivals.
- WARD, G. O. Publicity for public libraries. 2d ed. Wilson, 1935. Comprehensive and practical. Suggests tools and supplies, gives working drawings covering equipment, illustrates arrangement of bulletin boards, etc.

For pictures and descriptions of publicity projects, consult past and current issues of the *Library Journal*, *Wilson Bulletin*, *Reading and the School Library* (no longer published).

Motion Pictures and Radio

- BLOCK, MAXINE. "Aids to motion picture appreciation." *Wilson Bulletin* 693, June, 1937.
- HURLEY, R. J. "What about the movies?" *Library Journal* 61:640, September, 1936.
- WARD, G. O. *Publicity for public libraries*. 2d ed. Wilson, 1935, Chap. IX.

For reviews, stills, announcements, and current information on pictures, write to: The Motion Picture Producers and Distributors of America, 28 W. 44th St., N. Y. City, or consult:

The Motion Picture Review Digest. H. W. Wilson Co., 950-72 University Avenue, N. Y. City. (Subscriptions sold on a service basis.) See also

The Motion Picture and the Family Magazine. Gratis from The Motion Picture Producers and Distributors of America.

For announcements of radio programs, send for

National Broadcasting Company Educational Bulletin. National Broadcasting Company, N. Y. City.

Also, request announcements from agencies sponsoring programs: the National Education Association, the University of Chicago, the Smithsonian Institution, etc.

Films About Books and Libraries

"Bookmaking and the Oxford University Press." (35 mm or 16 mm.) Illustrates the processes of bookmaking, and features important places, personalities and events in the history of Oxford and the Oxford Press. May be secured upon request from Oxford University Press, 115 Fifth Ave., N. Y. City.

"Boys, Girls and Books in the Modern School Library." Sponsored by the A.L.A. Education Committee. May be rented from Society for Visual Education, 327 LaSalle St., Chicago. Fee, \$2.00.

"Found in a Book." (2 reel, 16 mm.)

Entertaining introduction to the college library. A young Freshman saves time preparing a theme on puppets by the intelligent use of encyclopedia, card catalog and magazine indexes—thus being able to enjoy a "date" while his nonlibrary using roommate still toils. As good for high school as for college. May be rented from Bell and Howell, National Film Distributors, 1801 Larchmont Ave., Chicago. Fee, \$4.00 for two days.

How this "movie" was made into a "talkie" by a group of high school pupils is described in the *A.L.A. Bulletin* 32:197, March, 1938. Working as a committee, the pupils went over the film scene by scene and supplied the necessary running comments.

"How Books are Made." (16 mm.)

May be rented from Houghton Mifflin Library Department, 2 Park St., Boston, Mass., for \$3.00 (to cover cost of packing and transportation).

John Hay High School, Cleveland, Ohio. "Library Instruction Film."

May be rented from school. Fee, \$5.00.

"Romance of the Library."

May be secured from Linda M. Clatworthy, University of Denver, Denver, Colo. Write for terms.

For additional titles dealing with paper making, making a newspaper, et cetera, as well as with the making of books, see Bennett, Wilma. The student library assistant. Wilson, 1934, p.46.

APPENDIX: ADDRESS LIST

ONLY BUSINESS FIRMS, PERIODICALS, NONCOMMERCIAL PUBLISHERS and library agencies are listed here. For publishers of textbooks and trade books, see directory of publishers in the back of *The standard catalog for high school libraries*.

AMERICAN LIBRARY ASSOCIATION, 520 N. Michigan Ave., Chicago

BOY SCOUTS OF AMERICA, NATIONAL COUNCIL, 2 Park Ave., New York

COMPTON, F. E., AND COMPANY, 1000 N. Dearborn St., Chicago

DEMCO LIBRARY SUPPLIES, Democrat Printing Company, Madison, Wis.

DENNISON MANUFACTURING COMPANY, Framingham, Mass.

GAYLORD BROTHERS, Syracuse, N. Y.; Stockton, Calif.

LIBRARY BUREAU, Remington Rand, Inc., 205 E. 42d St., New York

LIBRARY JOURNAL, 62 W. 45th St., New York

NATIONAL ASSOCIATION OF BOOK PUBLISHERS, 347 5th Ave., New York (now the Book Publishers' Bureau)

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION; for publications, write to Public School Publishing Company, 509 N. East St., Bloomington, Ill.

NATIONAL EDUCATION ASSOCIATION OF THE U. S., 1201 16th St. N. W., Washington

READING AND THE SCHOOL LIBRARY — No longer published; was issued by the Follett Book Company, 1255 S. Wabash Ave., Chicago

SCHOLASTIC PUBLISHING COMPANY, 250 E. 43d St., New York
UNIVERSITY OF THE STATE OF NEW YORK, State Education Department, Library Extension Division, State Education Building, Albany

WILSON, H. W., COMPANY, 950 University Ave., New York
(Publishers of *The standard catalog for high school libraries*,
The Readers' Guide, *The Wilson Bulletin*, etc.)

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